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REPORT

REPORT OF THE EXPERT MEETING FOR ENGLISH-SPEAKING PERSONNEL INVOLVED IN PROGRAMMES FOR OUT-OF-SCHOOL GIRLS

ST/ECA/ATRCW/82/12

ECONOMIC COMMISSION FOR AFRICA

Expert Meeting for English-Speaking
Personnel Involved in Programmes
for Out-of-School Girls

17-30 August 1981, Lusaka, Zambia

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A C K N O W L E D G E M E N T

Gratitude and appreciation to:

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Photographs by: Daria A.P. Tesha

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Victoria Mwamwaja

I. INTRODUCTION

A. BACKGROUND

The Expert Meeting for English-Speaking Personnel Involved in Programmes for Out-of-School Girls was organized by the African Training and Research Centre for Women of the Economic Commission for Africa (ECA) in collaboration with the Commonwealth Africa Youth Development Centre, with the co-operation of the Government of the Republic of Zambia, in Lusaka, Zambia on 17-30 August 1981. It was in response to a concern expressed by African countries about the growing number of untrained and unemployed youth.

Out-of-Schoolers, including school leavers, drop outs, and the unschooled constitute a vast majority of youths in many African countries. Increasing outputs from the expanding education systems without corresponding growth in the labour markets are resulting in large numbers of unemployed and untrained youth. The wide disparity between rural and urban life is drawing many of these youth into urban centres in search for limited jobs and better opportunities for which they are not adequately prepared. The academically-oriented education they r eceive also militates against a choice of possible alternatives in the informal sector of African economies. Development plans of African countrie s clearly point to the imperative to cater to the needs of this growing segment of Africa's population.

Girls make up a sizeable proportion of this category of the African population. Evidence indicates that those who are most deprived of formal education are similarly deprived of educational opportunities through non-formal means, and that girls and young women are among the neglected group in this respect. Social, cultural and religious factors often dictate that girls stay at home to help with domestic tasks thereby depriving them of educational and other opportunities. Limited economic resources, combined with traditional and conventional beliefs regarding the role of women in African societies also adversely influence parents and policy-makers in the priorities accorded boys over girls in educational, cultural and economic programmes, and as conceived in the development process.

Concerted efforts are needed to support and augument existing programmes for out-of-school girls and young women, as they are the intermediate group between childhood and adulthood. The World Conference of the United Nations Decade for Women, held in Copenhagen, 14 to 30 July 1980, voiced its concern for the plight of girls and young women, and to this end passed Resolution 27 on Special Measures in Favour of Young Women , the operative paragraph of which,

> "Urges States to identify the needs of the new generation of women, and to integrate within an all-comprehensive perspective general policies to promote the development of youth in all fields, to promote access by young women t o education, health and employment

to stinulate their organization and participation in economic, political, social, cultural and professional processes, to promote their integration in the decision-making process,to encourage their self-awareness and consciousness regarding their potential for development as human beings possessing equal rights with men and to make possible their active and responsible participation in the development of society."

To this end,the ECA, through the African Training and Research Centre for Women, with the co-operation of member States and in close collaboration with non-governmental and United Nations organizations, has established a project on Skill Development for Out-of-School Girls through Non-formal Education to meet the expressed needs of this group. This Expert Meeting was organized as part of this effort.

B. OBJECTIVE

The main objective of the Expert Meeting was to offer to planners, organizers, trainers, and field workers involved in programmes/projects for out-of-school girls an opportunity to learn and exchange experience and for an indepth examination of the situ ation of out-of-school girls and young women in order to make concrete, practical and relevant proposals and strategies for future action at the national and international levels.

C. AGENDA TOPICS

The following were the main agenda topics of the Expert Meeting:

1. Priorities of national development plans of African countries relating to policies and programmes for youth.

2. The role of youth in national/community development.

3. Out-of-school grils as members of the youth category and their role in national/community development.

4. Identification of the needs of out-of-school girls methodology: Case Studies.

5. Skill training and employment opportunities for out-of-school girls in African countries: Case Studies.

6. Planning and management of programmes/projects for out-of-school girls: Case Studies.

7. Social problems affecting out-of-school girls.

8. The out-of-school girl and leasure time.

9. Skills in working with out-of-school girls.

10. Career guidance and counselling services for out-of-school girls.

11. The role and appropriate training for the youth leader.

12. Integrating the needs of girls and young women in curricula of youth training centres in African countries.

13. The role of national machineries for the integration of women in national development.

14. The role of non-governmental organizations.

15. Research priorities on the situation of out-of-school girls.

16. Monitoring and evaluation of programmes for out-of-school girls: Case Studies.

17. Co-ordination of efforts at the national, sub-regional and regional levels.

18. International Youth Year, 1985.

D. PARTICIPANTS

The Expert Meeting was attended by participants from sixteen countries in the region as follows: Botswana, Cameroon, Egypt, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Mauritius, Nigeria, Seychelles, Sierra Leone, Somalia, Uganda, Zambia and Zimbabwe.

Seven invited countries were not represented at the meeting: The Gambia, Liberia, Libya, Mozambique, Sudan, Swaziland and Tanzania.

Observers came from the following agencies: International Labour Organization (ILO); International Alliance of Women; Mindolo Ecumenical Foundation, Zambia; UNICEF; World Confederation of Organizations of the Teaching Profession (WCOTP); and Zambia National Union of Teachers.

A list of participants and observes appear in Annex IV of this report.

II. OPENING CEREMONY

The Expert Meeting for English-Speaking Personnel Involved in Programmes for Out-of-School Girls was opened by the Minister for Youth and Sports of Zambia, General K. Chinkuli, on Monday 17 August 1981 at the Commonwealth Africa Youth Development Centre. In his speech the Minister first welcomed the participants to Zambia. He expressed satisfaction about the activities of the Commonwealth Africa Youth Development Centre, which, apart from hosting the multinational Expert Meeting, had a month earlier graduated youth development workers from various countries.

Having highlighted the general situation of out-of-school youth and their requirements, he stressed the need for policies, practices and strategies that would ensure a balanced service to girls and young women so that they could be involved and participate fully in the development of their communities and countries. Referring to the situation in Zambia he reiterated that girls and boys had equal access to training opportunities and other educational facilities. Hence Zambia had made tremendous progress even before resolution 27 of the Copenhagen World Conference of 1980 which urged member States to ensure the advancement of women in all aspects of development. On the basis of national policies, the Ministry of Youth and Sports had adopted practical approaches whereby girls and young women were trained both for production and for good motherhood.

He further pointed out the concern of Zambia for youth as the country and the whole of Africa depended on the quality of youth today. The capacity to plan for youth programmes and projects was affected by inadequate human and financial resources as well as lack of involvement by the youth themselves.

On the education system in Zambia, he mentioned the efforts being undertaken to reform what had been inherited from the colonial past and the resource constraints being faced. The unfortunate situation continued whereby the masses of boys and girls left the system prematurely in terms of preparation for the world of work. Providing skills for such youth was imperative. For that reason he commended ECA and the Commonwealth Africa Youth Development Centre for organising the Expert Meeting which should come up with proposals for appropriate programming to meet the needs of youth, especially the out-of-school girls, in African countries.

A statement on behalf of ECA was made by Mr. S.S. Sangweni, Acting Director of the ECA/MULPOC*for Eastern and Southern Africa. He highlighted the situation of youth in Africa, where large numbers were non-schoolers, drop-outs or school-leavers without skills for wage or self-employment. A number of African countries had embarked on measures and policies to improve education qualitatively and quantitatively. However, those steps had negative repercussions as the labour market was stagnant. Furthermore, the few available jobs in the modern sector required educational attainment and certification which most of the youth did not possess. An alternative, the informal sector of employment did not receive adequate attention from planners. Thus, the situation in African countries seemed to be leading to more and more

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* Multinational Programming and Operational Centres.

unemployed and untrained youth that could in the long run become potentially explosive and a source of social and political unrest.

Elaborating on girls' situation, he reiterated the social, cultural, religious and economic factors that accounted for the generally lower enrolment of girls in schools in most African countries. The inherited colonial system of education and the sex-biased school curricula had also contributed to the sex imbalance in distribution of educational and training opportunities, limiting girls access to the so called "female" trades. On drop-out rates, evidence showed a higher rate among girls than boys, the former being victims of such circumstances as pregnancies which also forced them to flee from their homes to cities for employment. The special problems and needs of girls necessitated treatment as for example through the organization of expert meetings, such as the present one, which could critically and candidly examine girls issues.

He finally expressed gratitude to the Party and Government of Zambia for hosting the Expert Meeting. He also thanked the Director and other members of staff of the Commonwealth Africa Youth Development Centre for making available the facilities of the Centre and their services to the meeting.

In his address Dr. Kwaku Osei-Hwedie, the Acting Director of the Commonwealth Youth Development Centre welcomed participants and outlined the historical background and activities of the Centre. He then discussed the pressing needs and problems of youth in the context of the problem of definition and numbers with the corresponding demands of youth on resources. Though the age limit adopted by the Commonwealth was 12 to 25, most youth organizations in developing countries included persons of 40 years old, making it difficult to have a clear-cut boundry between youth and adulthood. Hence, certain factors and variables other than age had become crucial in defining youth, such as the level of education, nature of employment, level of maturity, character of one's associates, general behaviour, etc.

In view of the large number of young people, he emphasized their great potential for supporting the political and socio-economic transformation of their societies and countries. If youths were educated, politicized, skilled or semi-skilled, motivated and mobilized, they could become the most productive group in developing countries.

Youth's demands had serious consequences for education, production, consumption, property, employment and general opportunities in a nation. Statistics revealed that in Commonwealth developing countries primary schools absorbed less than 40 per cent of the young, about half of whom dropped out before the end of the full course. Out of the 5 per cent entering secondary school, only a few got employed. Those problems pertaining to youth education, training and employment were worse for girls and young women who were forced to play adult roles in life without any essential preparations or skills for dealing with such roles.

III. ACCOUNT OF PROCEEDINGS

Priorities of national development plans of African countries related to policies and programmes for youth: The Case of Zambia (Item 1)

The Zambian representative introduced a country paper on priorities, policies and programmes for youth in Zambia. After highlighting the geographical, political, demographic and economic situation he outlined the historical background and current status of education and training as determined by the education system and policies of the country. He reiterated that after independence there had been a great expansion, at the primary and secondary school level as well as in teacher training not to mention the institution of a University. Education was free and non-discriminatory between the sexes.

Despite the expansion, school facilities were inadequate for the growing youth population. The inadequacy as well as other factors, such as distance to school and economic constraints contributed to preventing a number of youths from attending school. Furthermore in the course of primary and secondary education, many youths, especially girls dropped out. Another category of school leavers occurred after Grade VII and Form III when the majority of youths were not absorbed in secondary and higher education respectively. The three categories, namely non-schoolers, drop-outs and school leavers were too young and lacked skills to qualify them for employment in the formal and informal sectors. The unemployment situation was more grave for girls who could not be absorbed as labourers and in manual employment.

(a) Initial efforts relating to youth programmes in Zambia

The soaring rate of unemployment had resulted in increased crime and lawlessness among the youth. Hence, some government and non-governmental organizations had embarked on training programmes to alleviate the unemployment problem. However, there was a lack of co-ordination and direction in those programmes. Furthermore, most of the graduates from such programmes lacked initial financial resources to engage in self-employment.

Initial efforts relating to youth programmes had also experienced the following bottlenecks:-

- Lack of trained personnel to man the projects;
- Lack of finance, material, tools, etc.
- Lack of resources for settling trained youth in self-employment schemes.

(b) Objectives and policies on youth programmes

In the discussions, the following emerged as the key objectives and policies for youth programmes undertaken in the participating countries:-

- To reduce youth unemployment through their participation in production, agriculture, small-scale enterprises, etc.;

- To promote skill training which would foster self-reliance through self-employment by youth;

- To promote youth participation in cultural, political and socio-economic activities;

- To acquire knowledge and data on youth problems and needs; and

- To provide recreation facilities for youth.

(c) Government priorities and policies on youth programmes

Existing Government efforts and programmes for youth announced by member States included:-

- Establishment of ministries for youth or some government structure which promoted and co-ordinated activities by government agencies and voluntary organizations;

- Promotion of formal and non-formal education;

- Promotion and implementation of youth training programmes in vocational skills with a view to alleviating the unemployment crisis;

- Mobilization of resources from local and external resources for youth programmes;

- Promotion and conduct of research studies on the situation and needs of youth;

- Promotion of youth involvement in community work and mobilization of youth to foster the spirit of voluntary work; and

- Establishment of recreational facilities for youth.

(d) Execution of youth programmes

Member States indicated that the above programmes were being implemented through the combined efforts of Government ministries and agencies, non-governmental organizations, religious organizations and individual persons.

(e) Suggestions

After thorough examination of the existing government policies and programmes on youth, the following measures were suggested for possible

adoption by member States in the planning and execution of future youth programmes:-

- National co-ordinating bodies on youth concerns should be established where they did not exist;

- Soft loans or grant schemes in the form of material, tools, equipment, etc. could be instituted by Governments to enable trainees in vocational skills to set up their enterprises;

- Graduates of skills training should be encouraged to establish co-operative societies which among others could explore loan and marketing facilities;

- Skills or vocational training centres should include a component on leadership training and should set up counselling services (as a matter of policy) in order to assist the trainees to take up appropriate fields;

- Follow-up evaluation of vocational training was imperative;

- More efforts should be undertaken to reshape education system so that they became relevant to the needs of African societies;

- In view of the large numbers of illiterate youths, Governments that had not done so should embark on functional literacy programmes;

- As a means of promoting learning, cultural awareness and recreation national and inter-country youth exchange programmes should be made a permanent feature;

- Government should support (resource-wise) and guide (curriculum-wise) the activities of voluntary organizations for youth;

- In view of the rapid growth of the young population and their great potential, Governments should intensify and diversify youth programmes to maximise their role in development;

- Qualified personnel should as much as possible be utilized in the youth training programmes;

- Statements of attendance or certificates should be issued to graduates for incentive and other purposes;

- Appropriate technology should be encouraged.

The role of youth in national and community development: Out-of-School Girls as members of the youth category (Items 2 and 3)

A lecturer at the Commonwealth Africa Youth Development Centre introduced the subject by stating that the youth population was increasing at a high rate, but that there was not sufficient education and employment for them. The youth had an extremely bleak future with young women being in the worst situation.

He said that despite many resolutions calling on Governments to do something, the capacity of Governments to respond was very limited. In many countries, national development provided very little for the youth. The young people then migrated to urban areas seeking for employment, social facilities and services that did not exist in the rural areas.

On education, he pointed out that girls dropped out at a higher rate than boys and that formal education did not provide the youth with skills, while in vocational training boys were given preference over girls.

Three discussion groups were formed to look into the problems cited. In all, the groups addressed themselves to the following problems and made recommendations for tackling them.

1. Community development

   Governments should provide rural areas with basic facilities such as water, roads and field personnel such as primary health workers, water experts, etc.

2. Resources

   Funds allocated to the ministries of youth or youth projects were relatively much lower than the amount given to other ministries. The groups recommended that the distribution of funds should be made equal.

3. Training

   (i) Introduction of skill training should not discriminate against the girl school leavers;

   (ii) The training of youth should be labour-intensive rather than capital-intensive (based on Malawi's experience);

   (iii) Training of youth should be decentralized and youth should be trained to meet local needs.

4. Appropriate technology

The use of local materials should be looked into and appropriate time-and labour-saving technology be introduced so that workers could carry out their tasks in much less time.

5. Co-operatives

Co-operatives should be set up and training given on how to run them.

6. Market

Governments should assist the youth by providing facilities such as transport to sell products and governments look into possible outlets.

7. Credit facilities

Long-term credit facilities should be made available to co-operatives and individuals engaged in production.

8. Youth in youth training

Governments should encourage youth to be involved in youth training.

9. Community and national services

In Ghana and Nigeria, national service was compulsory after completion of the first degree or diploma. Community service which was introduced in Botswana in 1980 for form V school leavers was still voluntary. Governments were urged to encourage youth to serve in the rural areas as part of community and national service.

10. National development

Youth in some African countries were used in political campaigns and elections and were left idle after such occasions. It was, therefore, recommended that the energy of youth be geared towards productive national development.

11. Policy-making

The youth had to participate in policy formulation for national development in their countries.

12. Manpower in rural areas

Personnel serving in rural areas were often neglected. Therefore, jobs for personnel in rural areas should be made more attractive.

Identification of the needs of out-of-school girls: Methodology (Item 4)

Dr. May-Parker introduced the topic "Identification of the needs of out-of-school girls: Methodology,". She pointed to several factors and approaches which could be used to establish the needs of out-of-school girls and thereby reach decisions about the type of programmes which would be most appropriate for them.

(a) Demographic data gave evidence of the increasing number of young people in the populations of many African countries. Many of them had never attended school or were drop-outs. They lacked skills which would enable them to obtain employment;

(b) The economic situation in many countries was unsatisfactory, e.g. slow growth of the economy, foreign exchange and import restrictions and a population growth which was not matched by employment opportunities, especially in urban areas. This led to economic and social problems for youth;

(c) Educational facilities within the formal educational system were not fully utilized by girls. They had less access to the system and a lower retention rate within it. Their participation in technical courses was limited. Yet those courses were a prerequisite for access to many jobs in the modern sector of the economy;

(d) Many girls faced social problems arising from the fact that they were pregnant or unmarried mothers or prostitutes. It was stressed that if the needs of those girls were to be fully appreciated it was essential to examine some of the factors, e.g. home background, associated with the problems now confronting them;

(e) Poor health among young girls and women as well as the families for which they were responsible indicated the need for programmes to help them. Problems arising from inadequate and unclean water, overcrowding, unhygienic living quarters, malaria, anaemia, malnutrition, etc. were mentioned. It was pointed out that those factors had an adverse effect on the ability of some girls to attend classes run for them and to perform satisfactorily. Instruction and help in those areas would be beneficial not only to the participants but also to their families;

(f) The need for programmes to include a recreational component was stressed. It was commented that African youth was often overburdened with educational, economic and social problems and inadequate attention was paid to the fact that as young people they needed recreation;

(g) A cautionary note was sounded to the effect that it must be borne in mind that out-of-school girls were in different categories and consequently had different needs.

Categories could include:-

(i) Women who had never attended school, who might need functional literacy programmes, home-making skills and elementary job skills;

(ii) Women with incomplete primary or secondary education, who often wanted job training for employment purposes;

(iii) Girls who had reached the higher forms of secondary schools or completed secondary school,who often requested specific job training and could resist the attempt to teach them other skills;

(h) It was suggested that their needs could be identified by parents or their communities. It was, therefore, a useful strategy to contact parents, guardians and elders when programmes were being planned. Youth workers, teachers, prospective employers could also be contacted;

(i) The out-of-school girls and women should be asked to identify their own needs. Contacting them in their normal habitat was preferable to inviting them to formal interviews.

In their discussions, participants pointed out that evidence that young girls were facing certain problems could be obtained from the increase in juvenile delinquency, abortions and prostitution, drug-taking, loitering, involvement in black-market activities, etc.

The following means and sources of identifying their needs were mentioned in addition to those mentioned by Dr. May-Parker:

(a) Youth conferences in which young people could indicate their needs which would then be communicated to the Government;

(b) Discussions through youth groups run by the church, the community or the Government;

(c) Formal national or regional surveys;

(d) Parent-teacher associations;

(e) Meetings of former students;

(f) Traditional leaders who could contact girls who had never been to school;

(g) Political parties in countries where that was feasible and advisable.

The following possible constraints in attempting to identify the needs of out-of-school girls were mentioned;

(a) Lack of finance;

(b) Lack of resources such as trained researchers to carry out surveys;

(c) Inaccessibility of certain geographic areas;

(d) Poor communications;

(e) Lack of co-operation from parents and communities, e.g reluctance to tell social workers the true nature of problems faced by the girls and traditional taboos on mentioning certain matters.

Skill training and employment opportunities for out-of-school girls (Item 5)

A presentation on skill training and employment opportunities for out-of-school girls was made by Dr. May-Parker. She used the following five programmes in Sierra Leone, as case studies. Participants were referred to her paper on "Out-of-School programmes for girls and women in Sierra Leone" for further details on those and other programmes.

(a) The national workshop

Twelve female apprentices were enrolled at the apprenticeship course of the national workshop where trainees acquired skills in areas such as smithery, foundry work, welding, carpentry and refigeration. Attention was drawn to the significance of having female apprentices engaged in learning technical skills which normally attracted boys only.

It was pointed out that because the apprentices had to pass a government trade test at the end of their course, an attempt was made to limit admission to students who had attained a certain educational level. Applicants, therefore, had to have had at least three years of secondary education, show some competence in mathematics and science and pass the entrance examination of the national workshop. Thus unlike other programmes for out-of-school girls, there was an educational criterion.

The four-year course combined theory and practice. Every apprentice was supposed to spend a six-week period in each of the workshops; she would subsequently specialize in one particular skill depending on her supervisors' assessment of her performance in the various workshops. That approach illustrated the advantages of exposing trainees to a range of skills before a final decision was made about their areas of specialization.

It was pointed out that, during their training, apprentices were paid at government-stipulated rates. That was in contrast to other programmes where trainees received no financial renumeration and had ever to pay tuition fees. Since six of the 12 apprentices had left school for financial reasons, the allowance was undoubtedly a welcome source of income which partly contributed to their ability to continue attendance at the workshop.

On completion of their training, the apprentices were bonded to work at the national workshop for a period equivalent to their training period. Many of the girls welcomed that idea. However, a few admitted their interest

in doing private jobs, but they pointed to some of the problems likely to be encountered i.e. lack of capital and credit facilities. That was one of the problems which had to be solved if such programmes were to have their full impact on the country's development.

The programme was also used to highlight the need to develop practical, efficient and inexpensive workshops for girls who eventually set up business on their own. It was also indicated that those girls would also benefit from the provision of followup advisory services from their supervisors.

(b) Private sewing establishments

Those establishments were owned by women who had female apprentices who concentrated on sewing dresses for children. The girls were between 15 and 22 years of age and ranged from those who had never attended school to others who had attended secondary school for one or two years. They were satisfying the demand for locally produced readymade dresses which suited the needs of mothers who lacked the time or expertise to sew children's dresses.

The following aspects were noted:-

- In recent years, the tailoring trade had been dominated by men. The increase in sewing establishments with young female trainees introduced a new dimension into the trade;

- The requirement for acceptance by the establishments was willingness to learn rather than any formal academic qualification;

- The income-generating aspect of the training was very clear because the work was conducted in sewing rooms and salesrooms;

- Financial arrangements needed to be more carefully worked out. The trainees paid no tuition fees and did not receive any remuneration from the sale of the dresses which they produced. Yet the girls who did not come from well-to-do homes often faced financial difficulties. Allowing the more experienced ones to do private jobs would give them some source of income;

- The success of the programme was judged solely by the competence which the girls acquired in sewing dresses which were marketable. No formal certificates were issued.

(c) YWCA development classes

Enrolment at the classes consisted mostly of girls who had completed primary school or had one or two years of secondary education. Most were between 14 and 19 years of age. The programme aimed at improving their academic education, teaching them basic skills which would lead to

employment, improving their personal hygiene and helping them to develop good moral values. That was an example of a programme which combined teaching income-generating activities with helping participants to improve the quality of other aspects of their lives. It was thus catering for the needs of young girls who had to learn basic skills without which they would find it very difficult to get employment. The curriculum included cooking, nutrition, handicrafts, sewing, hairdressing, family health, English and arithmetic.

It was noticed that the vocational aspirations which some of the girls had were not of the type which the course seemed designed to fulfil. Also the financial problems faced by many was apparent in the course, where difficulties over payment of fees led to irregularity of attendance. Problems of providing credit facilities and follow-up service for trainees were also brought out in the programme.

(d) United Methodist Church women's training programme

The course had originated as part of an urban development programme. It trained young women, many of whom were housewives, in sewing, knitting, crochet work, embroidery, macrame and raffia work, tie-dyeing, etc. The programme served as an example of the way in which skills acquired could be put into immediate use and provided evidence to the women of their ability to increase their income, e.g. they sewed uniforms for children attending the nursery school at the centre, and some women also sold the articles which they produced to mothers attending the health clinic at the centre.

There was a problem of absenteeism which indicated a need to examine the possibility of a conflict between the scheduling of the programme and the domestic and commercial activities of some of the participants.

(e) The adult functional literacy programme

The programme was used to illustrate the following features which could be beneficial to out-of-school programmes:

- Participant involvement in decisions about the course content and organization of the programme;

- Relating the curriculum to the problems faced in their everyday life e.g. lack of clean water, malnutrition and unemployment;

- Difference which could exist between the emphasis which organizers put on a certain aspect of a programme and the lower importance which participants attached to it, e.g. the participants put greater emphasis on learning better farming techniques than on acquiring literacy;

- Strategies which could be used to facilitate the integration of instructors with the participants.

Participants then discussed two types of training for out-of-school girls, i.e.:

i) Training which aimed at improving the quality of life;

ii) Training which concentrated on income-generating activities i.e. specifically aimed at obtaining employment either in government organizations, agencies, businesses, etc. or self-employment.

(f) Improvement of the quality of life

It was felt that training programmes which would lead to an improvement in the quality of life could include the following areas:-

- Sanitation
- Nutrition
- Agriculture
- Reading and writing
- Family planning
- Home management and child care, including food preservation and storage, budgeting, sewing and handicrafts
- Appropriate technology
- Leadership and citizenship training.

(g) Income-generating activities

The view was expressed that many of the training programmes should focus on income-generating activities. The following areas were identified:-

- Carpentry
- Masonry
- Needlework, dressmaking, tailoring, knitting, etc.
- Motor-mechanics
- Photography
- Hairdressing
- Black-smithery
- Mud-brick laying
- Wine making
- Jam making
- Tye and dye - batik
- Soap making
- Weaving - mats, bags, etc.
- Ceramics
- Textile making - spinning
- Agriculture for food and cash crops
- Handicrafts - macrame, rug-making, etc.
- Welding
- Pottery
- Oil extraction
- Candle making
- Making table salt

- Making artificial and dried flowers
- Fish farming
- Leather work
- Modelling and costumes
- Arts and crafts - e.g. oil painting
- Sign writing
- Food services and catering
- Fabric designing
- Secretarial skills
- Driving
- Skills usually taught mainly to men.

(h) Problems and constraints

In discussing training programmes incorporating income-generating activities which could be initiated to help out-of-school girls, it was envisaged that certain problems and constraints would be encountered. The following difficulties were anticipated:-

(i) Traditional attitudes which made it difficult to accept certain training programmes e.g. some technical skills were still not accepted as being suitable for women and girls;

(ii) Financial difficulties e.g. (a) inadequacy of funds for running the programmes, (b) participants being unable to pay tuition fees and consequently having to drop-out of the programme and, (c) lack of initial capital for participants who wanted to set up a business on completion of their training;

(iii) Inadequate marketing outlets for goods which the girls produce;

(iv) Lack of the raw materials which were used in the training programme;

(v) Lack of equipment necessary for the programme;

(vi) Lack of transport;

(vii) Unsuitable syllabus for the course;

(viii) Instructors who were inadequately qualified, including lack of incentives to some instructors who therefore lost interest in and enthusiasm for their jobs.

(ix) Lack of participation of women trainers in decision-making;

(x) Lack of co-ordination between personnel involved in different aspects of a course or between different training projects;

(xi) Unsuitable scheduling of programmes;

(xii) Lack of publicity for the course.

(i) Suggested measures

Several suggestions were made about ways in which difficulties and shortcomings observed in the programmes could be minimized.

(i) Governments should subsidize programmes so as to reduce the financial burden on the organizers and participants;

(ii) Governments could establish more institutions so that participants would not need to travel for long distances in order to attend courses;

(iii) Technical training programmes should be diversified in order to increase the choice of income-generating activities;

(iv) Small-scale industries should be encouraged;

(v) The government and community at large should be made aware of the existence of skill-training programmes;

(vi) Institutions should be inspected to ensure that they maintain government standards. Alternatively the government could prepare the syllabus for those institutions;

(vii) There should be co-ordination among the various organizations offering skill training programmes, so as to minimize the possibility of duplication;

(viii) Employment of trained teachers should be part of government policy;

(ix) Community participation in the programmes should be encouraged e.g. parents could be members of the management committee;

(x) Trainees should be encouraged to form co-operatives for marketing their products;

(xi) Credit and loan facilities should be extended to the trainees;

(xii) There should be no discrimination as regards accepting girls for certain skill training programmes, e.g. those traditionally taught to boys;

(xiii) Parents and instructors should be educated to change views about areas in which girls could be trained;

(xiv) Recreational activities should be included in the course.

Planning and management of programmes/projects for out-of-school girls (Item 6)

The presentation was made by UNICEF Representative and by Dr. May-Parker.

1. UNICEF presentation

The presentation focused on the preparation of project documents. It was noted that there was no universally accepted formula for preparing a project. Instead there were a variety of approaches and a decision to follow a particular strategy depended on the type of project and the needs of the country. A chart was used to illustrate the following basic principles which should be borne in mind when preparing a project document.

(a) Setting the project objective;

(b) Identifying potential obstacles;

(c) Describing project activities;

(d) Scheduling project activities;

(e) Specifying project resource requirements;

(f) Specifying project administrative structure;

(g) Designing a monitoring and control system;

(h) Writing up the project document.

It was explained that the government must identify the problem to which the project addresses itself, as a priority issue. A sponsoring agency like UNICEF would then see how it fitted in with its priorities. UNICEF for instance had realised that women were the primary resource to be mobilized in order to improve the welfare of children. UNICEF would therefore encourage projects which enabled women to be engaged in activities which produced goods for consumption as well as for sale because additional income tended to be spent on their families.

In preparing a project outline, discussions are held with all governmental and non-governmental agencies concerned to ensure proper co-ordination and viable realistic solutions to the problem. The problem was stated in relation to the conditions prevailing in the country and the national development plan, if one existed. Clear, concise, quantifiable and measurable goals and objectives were defined. A time-frame was also given. Proposed activities were stated with an accompanying time bar chart which also identified those responsible for each activity. The administrative structure was outlined and relationships with all co-operating agencies clearly defined. A monitoring and evaluation component was

included. Where clear quantifiable objectives had been stated, evaluation was easier. A logical matrix could be used where objectives and related activities were listed along with their corresponding indicators (measurement data), assumptions and constraints. A budget was drawn up including clear statements of each participating agency's financial commitments. If possible a cost-benefit analysis should be undertaken to determine the most economic means of producing the desired results.

2. Presentation by Dr. May-Parker

Dr. May-Parker highlighted certain factors which should be taken into account if programmes for out-of-school girls were to be effective.

The objectives must be clearly stated and must be understood and accepted by the organizers and participants. Objectives would include improving the quality of life, teaching income-generating skills and teaching people how to improve or increase their output. It was pointed out that problems could arise if there was a discrepancy between the objectives as conceived by the planners and as perceived by the participants.

Physical facilities must be appropriate and adequate for the specific programme. Encouragement was given to the use of existing facilities as a means of cutting down costs by eliminating or reducing the need for constructing buildings, obtaining furniture, etc. However, reference was made to the danger of putting such a premium on reducing costs that the efficiency of the programme suffered.

The need for obtaining materials for use in the programme was stressed. Attention was drawn to the fact that financial difficulties faced by the girls often made it impossible for them to provide the required materials. It was suggested that consideration should be given to possible strategies for overcoming that obstacle e.g. organizers providing materials, loans to girls to purchase materials, gifts from other sponsors.

The criteria for admission to courses need to be related to the demands of the course. Principles should be established so that girls who were admitted were capable of benefiting from the course and others were kept out.

Two approaches had been noticed in programmes:-

(a) If the aim was to obtain certificates through an examination, then there was an insistence on a minimum entrance level;

(b) If the programme was aimed at attaining competence in some skill without emphasis on certification, then aptitude and willingness to learn were the usual entry requirements.

Publicity for programmes was too limited in many cases. Planning of programmes should include drawing attention to publicity measures to ensure that a wider range of girls took advantage of existing facilities.

Adequate financial support was essential if programmes were to be effective. Organizers, many of whom were voluntary agencies, were often unable to cope with the financial demands. Participants found it difficult to pay tuition fees. National governments and commercial businesses should be made more aware of the economic realities of running programmes and should be encouraged to increase their financial support.

Course content and methodology should be appropriate for the objectives of the programme and suitable for the age, educationa, social and economic background of the participarts. Decisions should be made not only by the instructors but should involve participants. That might increase the relevance of the programme to the needs of the participarts, increase their motivation and their willingness to implement skills which they had acquired.

In acquiring staff for these programmes, attention should be paid to: (a) teaching qualification and, (b) organizational skill.

(a) Teaching qualifications should be sufficiently high and should be appropriate for the particular group of participants. Where teachers who had been trained for the formal school system were being used, they might need reorientation in order to function within the non-formal sector;

(b) Organizational skills often received little or no attention. Unless co-ordinators, organizers and instructors acquired those skills, programmes which were well financed, equipped and planned might still be ineffective.

Follow-up services were usually not provided for trainees who had completed their course.

The absence of any feedback limited the possibility of improving programmes to make them more relevant to the labour market. Follow-up services were essential for trainees who became self-employed and constant monitoring was needed to ensure that they implemented the principles which they had been taught and did not become discouraged when they encountered problems. Follow-up services must therefore constitute an integral part of programme planning.

The participants then worked in two groups. Each group attempted to draw up a project document incorporating the principles which had been discussed during the two presentations. The two project documents developed by the participants were as follows:

1. Tie-and-dye pilot project for out-of-school girls

Problem: There are 50,000 out-of-school girls who have no skills and no means of making a living.

Objectives: To create cottage industries for 10 per cent of these out-of-school girls within five years. To provide skills in tie-and-dye and batik work for up to 10 per cent of the out-of-school girl population within five years. To create co-operatives for marketing the goods produced.

Activities

(i) A nine-month programme will be designed including tie-and-dye skills, sewing, management, marketing and co-operatives. A further three months will then be devoted to an apprenticeship where girls are still attached to the school and turn over money earned from products sold. They will use this money to set up business on their own.

(ii) Setting up of the training programme:

- Decide on physical facilities
- Rectuit teachers
- Decide on and obtain tools, equipment and materials
- Develop syllabus and curriculum
- Develop instructional materials
- Decide on criteria for admission
- Introduce advantages in forming co-operatives.

(iii) Setting up of co-operatives for production/marketing:

- Form co-operatives from among the students and elect management committee
- Obtain joint co-operative bank/credit union loan
- Use money for productive activities e.g. buying inputs and marketing
- Set up apprenticeship programme within training programme
- Carry out market studies
- Make sure money is available to purchase inputs for productive activities e.g. obtain credit or set up programme of savings from the sale of products made during training.

Activity	Responsible agency or individual	Item
Set up training programme	Project management	Jan. to Dec. of 1st year
Find/build physical facilities	" "	Jan. to April " "
Employ teachers	" "	Jan. to Feb. " "
Design syllabus/ curriculum	Project management and Ministry of Education	Jan. Oct. " "
Develop instructional materials	Project management and technical advisor	March to Dec. " "
Order tools, equipment, material	Project management	Jan. to Feb. of 2nd yr.
Decide on criteria for entry	Project management and appropriate government ministry.	June of 1st year
Decide on fees	Project management and appropriate government ministry.	June of 1st year

Project resource requirements

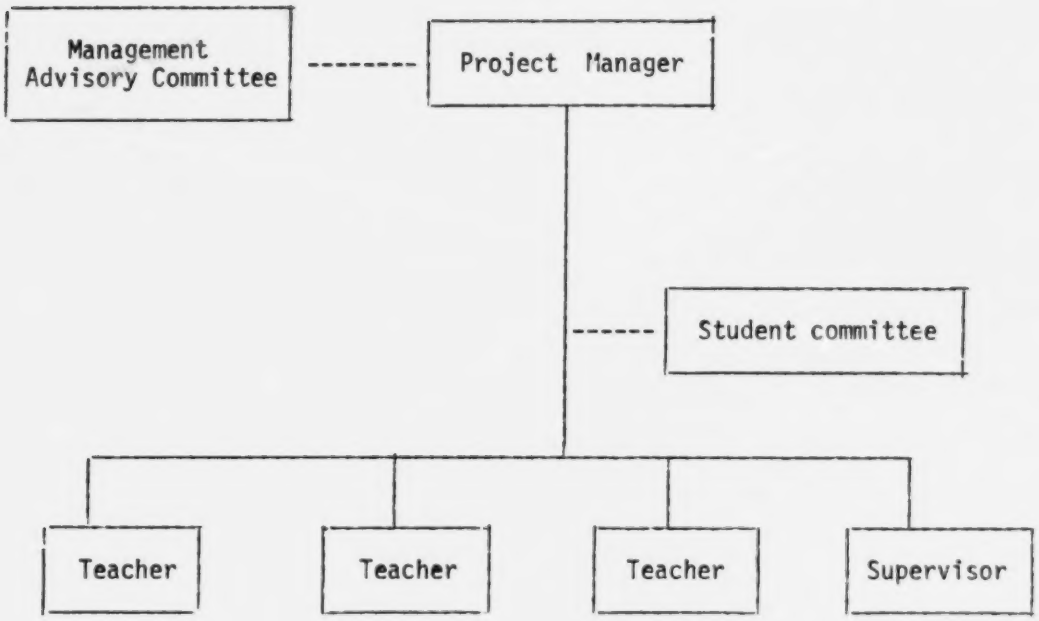
Personnel: One manager (to teach management and marketing)
One office assistant
One designer (seamstress/tie and dye)
One field supervisor (or use existing field staff and government co-operative trainers)

Materials: Locally available - dyes which are used traditionally: salt vinegar, cloth, pots, drums, sewing machines

- Import materials not available locally

Funds:
- Government source
- Minimal fees from students - or none at all
- Donors
- Fund-raising activities for getting cash
- Detailed budget will be worked out with each funding agency's commitments clearly defined.

Administrative structure



Monitoring and evaluation

During teaching, evaluate teaching materials through questionnaires and reactions of students and redesign programme accordingly.

Supervisor to follow-up students in their homes.

Possible constraints

- Trained teachers unavailable
- Irregular supply of material
- Bad weather/breakdown in transport system
- Market disruptions
- Lack of funds
- Lack of fees from students

2. Vocational training centre for out-of-school girls

Identification of the project: Vocational training centre for out-of-school girls.

Target group: 15-20 years of age

Objectives:

1. To train girls for employment with emphasis of self-reliance.
2. To improve the quality of their life and that of their communities.
3. To train girls for participation in national development e.g. in leadership.
4. To train girls to improve their health status and personal hygiene.
5. To introduce them to family life education.

Physical facilities

1. Community land - 10 acres
2. Water
3. Electrification
4. Communication system

Description of project activities

(a) Agriculture: Poultry, pigs, gardening

(b) Needle work: Sewing, knitting, handicraft

(c) Hairdressing

(d) Technical education: Mechanics, electronics, carpentry

(e) Home economics: Cookery, bakery, home management

(f) Personal hygiene: Health education

(g) General education: Civics, English, arithmetic

(h) Appropriate technology.

Physical facilities (buildings): 8 classrooms
1 staff-room
1 cafeteria
1 hall
2 stores
2 staff houses

Layout plan: 4 acres for the building
2 acres for animal husbandry
4 acres for agriculture products

Enrolment: 50 students

Criteria for admission: Secondary school drop-outs or standard 7 school leavers (middle school leavers)
(If more than enough applications come in, an aptitude test might have to be administered.)

Equipment: Stationery
Appropriate machines for different courses
Tools for carpentry
Agriculture implements
Furniture
Materials for home economics

Publicity: Use of available mass media.

Estimated cost and finance: 300,000 pounds.

Source: 50 per cent from the government
30 per cent from donors
10 per cent from the local community
10 per cent loan from the bank

Duration: Two academic years (following the school calendar). It is expected that this project will start operating in September 1983.

Course content: Details to be worked out by subject specialists. Approval to be obtained from the appropriate ministries.

Methodology: At the centre the courses will be both practical and theoretical with attachments of field studies followed by final examinations with a diploma/certificate issued on successful completion of the course.

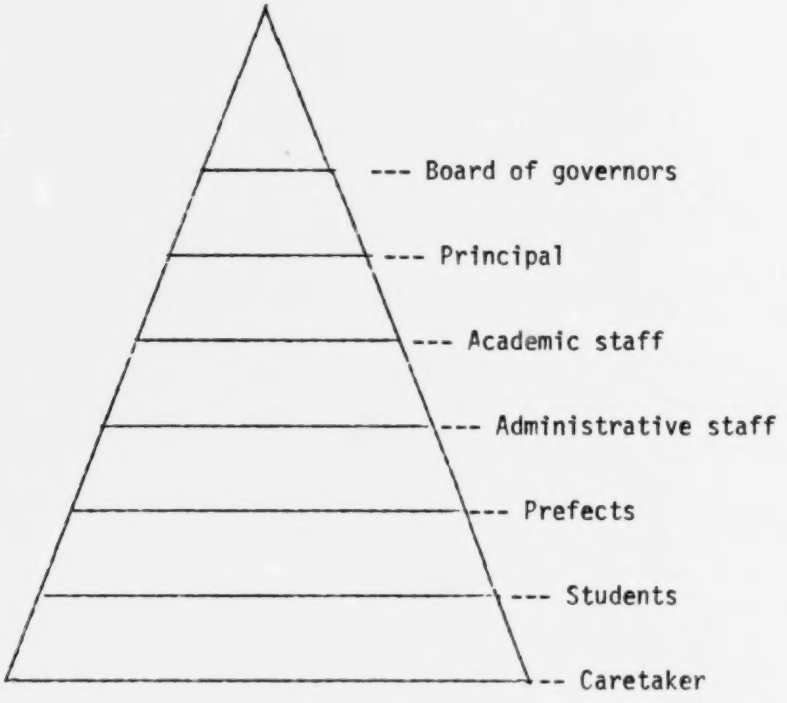
Staffing: Trained certificated full-time teachers should be employed, e.g. advanced diploma and degree holders in relevant disciplines.

Monitoring: The staff of the centre should conduct a continuous evaluation while the ministry of education should conduct periodic assessments. External experts will also be invited to assess the students periodically.

Follow-up: Six months after completion ex-trainees should be visited at their places of operation. As technology advances in-service training for ex-graduates has to be conducted.

Management of the centre: The centre should be directed by a board of governors.

Administrative structure



Transport: A bus would be necessary.

Obstacles: Financial resources; personnel; problems of evaluation and follow-up.

Social problems affecting out-of-school girls: Strategies for solving them (Item 7)

The topic was introduced by Ms. Daria A.P. Tesha, Social Affairs Officer, ECA/African Training and Research Centre for Women. She stressed that even though girls as members of the youth category were faced with similar problems to their male counterparts, there were certain social problems which were unique to girls and thus needed to be given special attention,with the objective of proposing effective measures for solving them. To that effect the meeting identified the following problems facing girls.

- Rapid social transformation without proper preparation;
- Adolescence without proper guidance and counselling;
- Divorces, separation, deaths, unmarried motherhood, etc,
- The extended family system which results in the inability to adjust to the changing situation and environment;
- Attitude of the society towards sex, the failure to discuss it arouses bad curiosity;
- Strict boarding school life;
- Inappropriate curriculum;
- Lack of sufficient religious instruction in schools;
- Weak family background both spiritually and materially;
- Poor parent-child relationship especially to illiterate parents who feel inferior to educated girls;
- Lack of proper housing, overcrowding and lack of privacy;
- Poligamy may lead to lack of affection and proper education of children and child abuse;
- Sexual exploitation - prosititution;
- Juvenile delinquency, poverty and ill-health leading to destitution;
- Physically and mentally handicapped-children, society has an unfortunate attitude towards the handicapped leading to frustrations;
- The generation gap brings frustration to the new generation who consider the old ways out-moded and old fashioned and yet they are still expected to conform to them;

- Over-exposure to inappropriate mass media;

- Lack of employable skills and sense of failure leading to seeking bad companions.

Suggested measures

(a) Churches should give special religious instruction geared to the out-of-school girls;

(b) Parents should set up good examples to their children;

(c) Social workers should help to strengthen parent and child relationships;

(d) Governments should provide good housing and loans to individuals;

(e) Legislation is needed to protect minors in places where it does not already exist, i.e. against exploitation in any form;

(f) Co-educational institutions and social activities involving the two sexes should be encouraged;

(g) Governments should take a stand to formulate and implement policies on sex education and family planning;

(h) Pregnant girls should be allowed to continue with their education after delivery;

(i) An education compaign is needed to change the attitudes of parents towards sex and make them aware of government policies;

(j) Governments need to formulate and implement a policy on economic, job creation and income-generation activities for the unemployed youth;

(k) A positive approach to sex and family-life education should be promoted by all concerned;

(l) Traditional customs and taboos which encourage moral disciplines should be maintained;

(m) Probationary institutions should be established;

(n) The school curriculum should be reoriented to the social, cultural and economic needs of the country so that students who come out of school are equipped with knowledge, skills and attitudes which would benefit them and the community;

(o) Rehabilitation centres should be set up for out-of-school girls and family guidance provided to cut down on the number of divorces;

(p) Family laws should be reviewed in order to allow couples adequate time for due consideration before divorce;

(q) Marriages should be contracted on love and not by force;

(r) Film censorship boards should consist of reliable members and the interest of the public should be paramount. Television programmes should depict local matters, particularly relating to development;

(s) Teaching methods would also have to be adapted to match the curriculum. Skill training personnel should be able to recognize individual differences relating to talents;

(t) Employment services should be strengthened;

(u) Rural areas should be developed to slow down movement to the urban areas which overburdens social services;

(v) Organizations should be encouraged to employ more handicapped girls;

(w) Parents should adopt a reasonable approach to restrictions;

(x) The home and community should be enlightened on the disadvantages of early marriages;

(y) The community should provide institutions of correction with reliable staff and it should monitor the activities of such institutions, e.g. approved schools, etc.;

(z) Education on traditional taboos on sex before marriage should be encouraged.

Skills in working with out-of-school girls (Item 8)

The presentation was made by Dr. Kwaku Osei-Hwedie, Assistant Director, Commonwealth Africa Youth Development Centre.

Dr. Osei-Hwedie explained the purpose of the presentation as that of isolating and articulating the types of skills necessary for working with out-of-school girls. The rationale was that the youth worker must have the skills in order to impart them and that the girls needed skills that matched the requirements of their daily activities and needs. He discussed the conditions of out-of-school girls and the needs associated with them, and used these as the basis for arriving at a category of skills required.

The participants then discussed three categories of out-of-school girls, their conditions and needs, and the skills required in working with them. The three categories were:-

(i) The unschooled;

(ii) The elementary school leavers, and

(iii) The secondary school leavers/dropouts.

1. Unschooled girls

The following were identified as the conditions and problems confronting the unschooled girls:-

- Parents were unschooled and at times did not value formal schooling;
- Most of the girls come from poor economic background. Thus, they lacked financial resources, necessary information and the appropriate infrastructure;
- Their socio-cultural background sometimes gave them negative attitude towards schooling and related issues;
- They lacked appropriate religious and moral education. Some religious beliefs prevented girls from attending schools;
- Unstable family life;
- Nomadic life made school attendance very difficult;
- Non-existence of school facilities;
- Lack of interest for school on the part of the child owing to improper emphasis on formal learning;
- Family work with no consideration given to age;
- A handicapped child, in most cases, was denied formal schooling.

Suggested measures

- Educational campaign to combat reasons for lack of schooling, which would at the same time emphasize socio-economic benefits of formal education;
- Functional literacy to make girls useful and productive citizens;
- Appropriate skill training with management (planning/ implementation) skills;
- Trained and sympathetic workers;
- Financial and material assistance;
- The youth trainee should work alongside an experienced person until she felt confident to be on her own;

- Marketing advice and facilities must be provided;and

- Follow-up (through extension services) must be undertaken.

Skills required by the trainer/field worker

The trainer or field worker must:-

(a) Be a local person, preferrably a woman, depending on traditional and religious conditions;

(b) Be sympathetic, dedicated, understanding and self-confident within reasonable limits;

(c) Be qualified in research and organizational skills;

(d) Have leadership, communication and other social skills;

(e) Have marketable skills for vocational training;

(f) Have the necessary tools and funds or know where to get them.

2. Elementary school leavers

Conditions/problems

(a) Financial constraints:

- Parents cannot afford to pay
- Death of parents or breadwinner
- Poor health owing to poor nutrition

(b) Limited facilities:

- Limited places in secondary schools

(c) Socio-cultural factors:

- Parental influence on choice between trade and school
- Negative attitudes towards higher education for girls
- Pregnancies and official policies and attitudes towards them
- Early marriage
- Heavy domestic chores

(d) Frequent parental transfer from one duty station to the other without due consideration for the children;

(e) School environment:

- Teaching methods used in schools not suitable and attractive
- Rigid school discipline and the nature of corporal punishment
- Pressures from family and friends on the youth to find employment and contribute to family upkeep as against going ahead with formal schooling.

Suggested measures

(a) Financial measures:

- Free compulsory education should be introduced to stop students from dropping out;

- Measures should be introduced to make sure that students enrol and stay in schools;
- Income-generating activities should be intensified to help parents who otherwise cannot pay fees and get supplies for their children;
- Foster homes should be created and promoted for orphans. These should be subsidized through governmental facilities and support for schooling.

(b) Establishment of more educational institutions:

- More secondary schools, teachers' training colleges, vocational and technical schools should be established to solve the problems of limited facilities. These institutions will also help to create more resources.

(c) Socio-cultural factors:

- Massive or intensive educational campaigns should be launched to change the negative attitudes of families and communities about education for girls.
- Girls who drop out because of pregnancy should be accepted by the community and its institutions to restore their dignity and self-respect.
- Both formal and informal talks and discussions should be utilized for this prupose.

(d) Frequent transfer:

- Schools should be decentralized through deliberate educational policies to allow those who transfer to find educational facilities in their new localities.

(e) School environment:

- The school environment should be conducive to learning. Trainers should have leadership skills; should be humble, patient, tolerant, flexible, understanding and respectable; they should have good approach and discipline.

3. Secondary school leavers/dropouts

Conditions and problems

(a) Unqualified for further education.

(b) Lack of practical skills for employment.

(c) Lack of knowledge and information about avaialable opportunities and resources.

(d) Frustration due to the feeling of rejection by the immediate family, peer group and the community or society as a whole. The need to be accepted by the community.

(e) Loss of academic identity and therefore loss of self-confidence.

Suggested measures

(i) Further educational opportunities using secondary education as the basis should be introduced; e.g. girls could be trained further as teachers, technicians, lab assistants, demonstrators, etc.;

(ii) Secondary schools should incorporate technical and vocational training into their curricula and should motivate students to further their training;

(iii) Schools, together with Governments and communities and organizations should provide information on available opportunities, resources and the conditions attached to them;

(iv) Mass education should help families to support secondary school leavers/drop-outs in their endeavours and aspirations;

(v) Those who attend secondary school and fail must be given some kind of a certificate of attendance for social and psychological purposes.

Skills in working with secondary school leavers/drop-outs

The youth worker must have:-

- Higher technical and academic skills than his students;
- Knowledge of human behaviour, especially of adolescents;
- Resourcefulness in order to improvise with local materials and improve on them;
- Ability to stimulate the interest of the students, since having experienced failure in their former schools they must be frustrated somehow;
- Communication skills in order to be able to impart knowledge to the students and to encourage the exchange of ideas;
- Self-confidence and the will to succeed;
- Self-descipline and be able to descipline his students;
- Respect for himself and others so as to be respected in return.

The out-of-school girls and leisure time (Item 9)

Introducing the subject Ms. Tesha pointed out some of the reasons for the need to provide leisure time for out-of-school girls and young women as follows:

(a) To provide for their physical health;

(b) To stimulate their intellectual growth;

(c) To provide an outlet for their frustrations;

(d) To combat boredom and to divert them from anti-social behaviour.

During discussions the following were identified as among the activities which could provide some leisure for girls and young women:

(a) Cultural activities such as mini-cultural festivals;

(b) Youth clubs: (More of these should be created and encouraged.)

- Caravan
- Music
- Sports
- Singing
- Concerts
- Drama
- Dances
- Exploration of environment, e.g. lakes, mountains, parks, etc.

(c) Boy scout and girl guide activities;

(d) Outward bound school activities;

(e) Youth week activities;

(f) Open air theatre (for different kinds of cultural performance);

(g) National competitions;

(h) Revival of traditional national dance, games and ceremonies, but those which are harmful to the health of women should be discouraged;

(i) Film festivals;

(j) International youth exchange programmes;

(k) Popular theatre workshops.

Participants also stressed the need to decentralize recreational facilities so that they could be within reach of the rural and poor urban populations.

The role of guidance and counselling (Item 10)

The presentation was made by Dr. P.H. Chiwona, who pointed out that guidance and counselling were expected to implant in students a sense of self-motivation, self-reliance and self-worth.

Guidance personnel must equip themselves with the following skills:

(a) They must understand group dynamics;

(b) They must be able to communicate the aims of guidance in an impartial manner to enable the individual make an independent decision;

(c) They must be able to deal with individual problems.

The personnel involved in guidance must also know:

(a) His/her own characteristics;

(b) The characteristics of her/his clients;

(c) The characteristics of the community.

1. Organizing and administration of career guidance

Occupational guidance for girls should aim at:

(i) Developing the concept of self of the out-of-school girls, i.e. she should know herself well;

(ii) Developing occupational or career concepts, i.e., the girls should get to know the world of work;

(iii) Developing girls' ability to decide what they want from work;

(iv) Developing the girls' extra-occupational concept of self i.e. they should be able to decide what they want beyond the work place.

In developing a career guidance programme, the essential elements involved were:-

(a) Planning the programme e.g. aims, time when guidance should begin, which students should receive guidance, time available, obtaining help from State and other agencies;

(b) Formulation of general approaches to be used - clear definition of strategies and approaches to be utilized;

(c) Type of guidance e.g. group or individual, availability of human and financial resources;

(d) Techniques of careers guidance e.g. self-assessment questionnaire, self-concept scale or self-esteem inventory.

2. Current status of guidance and counselling programmes in Africa

Educational and occupational guidance was a relatively new field, but it had been recognized and accepted by many African States. However, efforts to set up administrative structures had been rather limited and had not catered for out-of-school youth. Also little attention had been paid to the development of indigenous tests of ability, aptitude, interest and attainment. There was a need to create links between the various ministries and agencies involved in career guidance and counselling. One ministry, preferrably a ministry of manpower planning could co-ordinate all their activities.

3. ECA promotional activities in guidance services

Since 1978 field missions and national workshops had identified priorities and needs of the countries visited and had made recommendations about the next course of action.

The following constraints in developing effective and guidance facilities were noted:-

(a) Lack of integrated planning and training policy;

(b) Weakness in the development and utilization of human resources resulting in wastage;

(c) Lack of suitable indigenous tests of ability, aptitude, interest and attainment;

(d) Shortage of trained personnel to carry out guidance;

(e) Low priority accorded to guidance and counselling services;

(f) Inadequacy of funds allocated to guidance services.

4. Action programme

A number of activities were suggested to provide guidance and counselling services at the national level.

(a) Identification of needs and constraints;

(b) Establishment of a guidance unit in the women's bureau;

(c) National policies should be formulated as regards financing the programmes, co-ordination between ministries and agencies;

(d) Women should be trained in career guidance and counselling services;

(e) Extension programme services should include career guidance programmes;

(f) A training workshop of three to four weeks' duration on guidance and counselling services should be organized at the subregional or national level. That could take place at an initial stage in the development of the activities outlined above. Women leaders and trainers participating would be responsible for the co-ordination and provision of guidance services for out-of-school girls.

After the presentation and discussions, some participants put on a role play which highlighted the needs and problems of a rural school-leaver girl who migrated to town in search for employment. Desperation and bad advice, and the absence of proper guidance soon landed her in the hands of a "Sugar Daddy" who ruined her life.

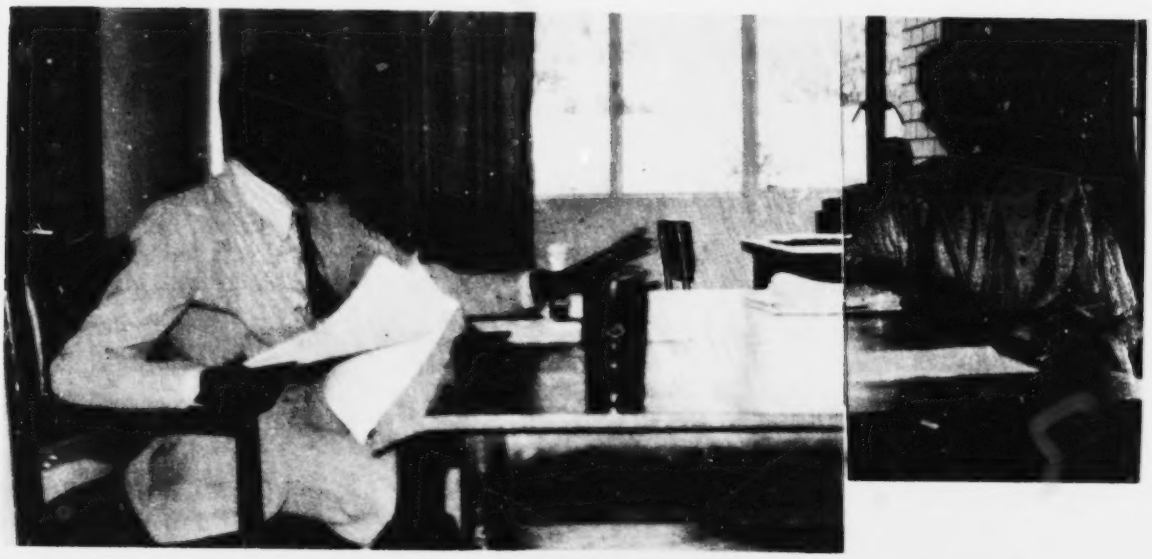
ROLE PLAY: The problems of a school-leaver girl in search for employment in the city

Mary arrives in the city and is welcomed by Stella who offers to share her one-room accommodation in shanty town

After three-month job hunting she visits the welfare guidance officer, Janet for information and advice

Janet sends Mary to the Employment Bureau to see Mr. Kamoto, who in turn refers her to his friend Mr. Chimimba, Personnel Manager of the Textile Industries

Mr. Chimimba, prentending to be too busy, asks Mary to meet him at the hotel bar for an interview



At the hotel bar:
Mr. Chimimba promises Mary a job as a clerk at the Textile Industries

And rents an appartment for her in the posh area of the city. She soon becomes pregnant

Sophie, Mr. Chimimba's wife discovers her husband's illicit relationship with Mary and raises hell. She and the land lady conspire to evict her from her appartment

Mary confronts Mr. Chimimba with her problems. Desperate to save his collapsing family he dismisses Mary from her job and refuses to accept responsibility for her pregnancy

Desperate, forlorn, jobless and homeless once again, she is forced to return home to the village to face her family

The role of and appropriate training for youth leaders and workers (Item 11)

Mr. W. Mazzuki, tutor at the Commonwealth Youth Programme, presented the topic by outlining some of the issues surrounding the problems of youth in African countries as follows:

(a) The acute problems of unemployment and underemployment in African countries associated with underdevelopment;

(b) Over 50 per cent of unemployment was among youth aged between 15 and 25 years;

(c) That rural-urban migration among young people is growing despite the slow rate of growth in urban employment;

(d) Burglary, robbery, prostitution, drug abuse, etc., were associated with young people especially those in urban centres;

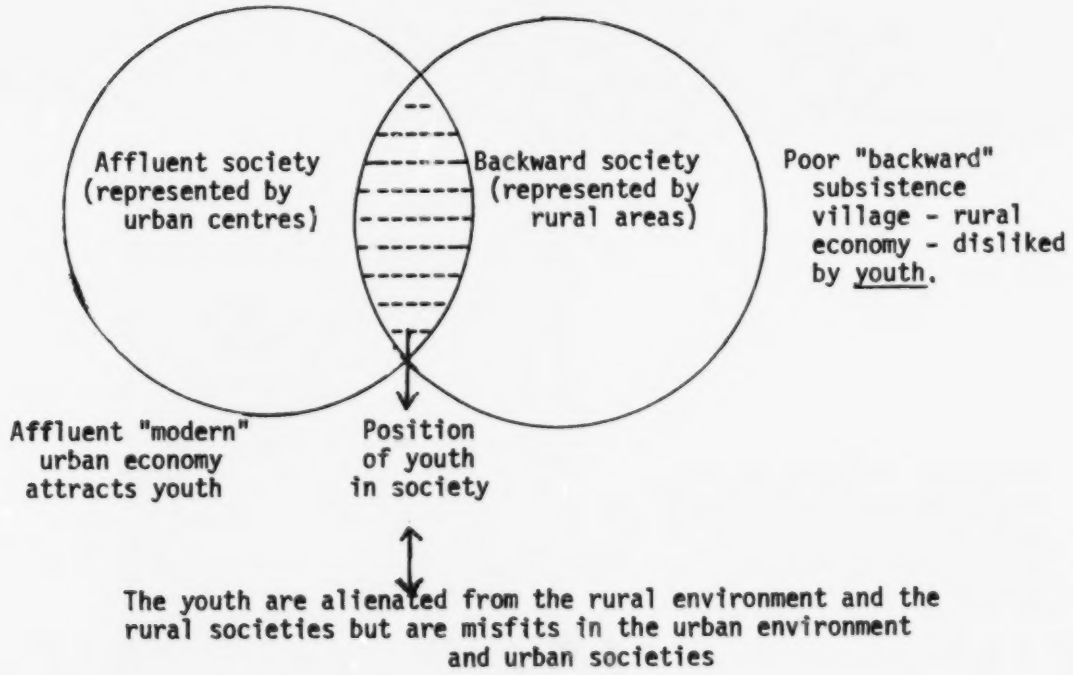
(e) Economic planners, social workers and policy makers viewed the problem as arising from the ever growing number of school leavers and the unbalanced development between rural and urban areas.

The root causes of the problems were mainly:

(i) That the type of formal education offered in schools was divorced from the needs and environment of rural areas;

(ii) There were disparities in development and opportunities for wage employment between rural and urban areas;

(iii) The impact of colonialism and neo-colonialism had resulted in creating a distorted spatial organization of African countries with its consequences on youth as seen from the diagram below:


Affluent society (represented by urban centres)
Backward society (represented by rural areas)
Poor "backward" subsistence village - rural economy - disliked by youth.
Affluent "modern" urban economy attracts youth
Position of youth in society
The youth are alienated from the rural environment and the rural societies but are misfits in the urban environment and urban societies

Planning for youth should therefore address itself to the following issues which were discussed at length during presentations and group work:

1. What is the role of youth in society and how can the young be helped to fulfil it?

In order to develop fully, physically, intellectually and morally, youth should be helped to:-

(a) Understand the national aspirations and their important part in national development;

(b) Participate fully in decision-making within their community or organization. For example they should be members of youth committees, village development committees, etc.;

(c) Play an active part in the production process and thereby participate in the economic and social development of their countries;

(d) Plan and initiate viable economic activities and income-generating projects using locally available products to encourage them to remain in the rural areas. The example was cited of the Chikuni jam making and vegetable drying project which provided employment for out-of-school youths (boys and girls) in the rural district in Zambia and of block making using rice husks in Ghana.

(e) Plan and initiate social and recreational activities in rural villages in order to spend their leisure time more profitably;

(f) Obtain initial capital in the form of loans, credit facilities or grants-in-aid for tools and other materials for projects in rural areas;

(g) Acquire relevant training in rural-oriented skills including appropriate technology for rural communities;

(h) Form co-operatives;

(i) Identify their problems and obligations to themselves, their communities and nations through appropriate guidance and counselling. Parents should endeavour to understand their children's needs and problems. Governments should create awareness among the communities about the needs and problems of youth;

(j) Form youth development committees with appropriate structures and functions, for channelling their activities and programmes. Governments should accord official recognition to those committees.

Participants stressed that rural leaders, communities, governments, non-governmental organizations all had a part to play to help youth.

2. What do young people dislike about the rural areas?

Participants identified the following factors:

(a) Poverty;

(b) Lack of employment opportunities;

(c) Manual work without reasonable returns;

(d) Poor infrastructures (roads, transport, telecommunications, etc.,);

(e) Lack of comfortable housing and other home and family amenities;

(f) Lack of educational facilities;

(g) Lack of adequate social services (hospitals);

(h) Lack of recreational facilities;

(i) Strict traditional norms and practices;

(j) Lack of adequate understanding by families and communities of their needs and aspirations.

3. How can young people be helped to begin to like the rural areas?

National policies should put more emphasis on rural development and rural transformation to encourage the youth to stay in rural areas by:-

(a) Providing basic services in rural areas; and

(b) Providing rural settlement schemes and state farms in rural areas with all the material and financial backing.

National development plans should put more emphasis on the participation of youths in rural development. Hence, activities and programmes for youth should be included in development plans. At the village levels youth activities/programmes should be included in the plans of village development committees.

The role of youth workers and their training should, therefore, be based on a clear understanding and analysis of those basic issues and problems. The functions of a youth worker should include the following:-

(a) To mobilize the youth (both girls and boys) into forming clubs or groups in their communities in order to start income-generating activities;

(b) To educate the youth to understand the national aspirations and their important role in national development through seminars, workshops and conferences;

(c) To educate the youth through seminars, workshops, etc. and other important issues in life, e.g. health education, adult education, etc.

(d) To advise youth groups in the light of the socio-economic development of the society,viable economic activities to be initiated for their own benefit and that of the society;

(e) To organize youth programmes (both recreational and economic) for their advancement, e.g. building community centres in rural areas for sports and cultural activities, discos, theatre arts, dances and adult education;

(f) To organize and run training programmes for youth groups in conjunction with other bodies;

(g) To carry out simple research work, information and data collection in youth work for planning purposes;

(h) To help in planning for youth development activities and to prepare youth policies;

(i) To encourage young people to embark on community-based projects and thus instil in them patriotism and appreciation of manual labour;

(j) To modify and integrate the local cultural and other existing clubs and direct their objectives towards achieving national goals.

Participants stressed that training programmes for youth leaders should be flexible enough to enable youth leaders to adapt in any situations especially in the rural areas. The youth leader should be particularly aware of the needs and problems of girls and young women and should give adequate attention to that group of the youth category so that they would be more productive members of the youth group and society as a whole.

As the youth leader was expected to be broad in outlook and at the same time knowledgeable in the field of youth work, participants suggested the following content for a training curriculum for youth leaders/workers.

- Political education;
- Economic and rural development;
- Community development;
- Psychology;
- Social surveys and research methodology;

- Project planning, management and administration;
- Sociology and social anthropology;
- Adult education;
- Health education;
- Guidance and counselling;
- Agricultural production;
- Co-operatives;
- Communications and human relations skills;
- The role of youth in development;
- The needs, problems and role of out-of-school girls in national/community development;
- Organizational skills;
- Family-life education;
- Skills relating to rural communities.

Integrating the needs of girls and young women in curricula of youth training centres in African countries (Item 12)

Presentations were made by Dr. Kwaku Osei-Hwedie, CYP, and Mrs. E.C. Situmbeko of the Mindolo Ecumenical Foundation.

The presentations were aimed at helping the meeting to draw up a curriculum that would address not only the general problems of youth, but also the unique and specific problems of out-of-school girls. They also formed the basis for articulating a methodology for curriculum integration. They were intended to help the meeting to appreciate some of the problems associated with curriculum integration.

In the presentations the following characteristics of the existing curricula were noted:-

- Training centres focused on different categories of people. They were:
  - (i) Youth workers, for example the CYP Africa Centre where emphasis was on policy, programming, field work, etc. with some amount of theoretical work;
  - (ii) Youth who needed direct skills. Those were skills training centres or vocational training centres.

- The majority of courses for girls were home-oriented;

- In courses where self-employment could be undertaken easily, e.g. agriculture, there were very few or no female trainees at all;

- The curricula did not have clear aims. In most instances it was not clear whether the target group was being trained for self-or wage-employment;

- Courses were often divided along sex lines, e.g. home-craft, sewing, shop assistants, etc. for females and carpentry, mechanics, agriculture, etc. for boys;

- The curricula often focused on the general approach to youth problems e.g. a course such as education and social services would discuss educational issues in general, services available and how to form a group, group behaviour, group control and group leadership among others. However, few of those courses deal with the specific issues concerning women in society;

- In some instances the necessary linkages for an economic operation were not provided for, e.g. in a tailoring course, marketing, budgeting, availability of credit facilities would not be included;

- Some of the skills acquired had no relevance to rural needs and situations, e.g. cookery using a foreign recipe on electrical and gas stoves provided very limited possibilities for creating employment;

- It was also noted that training centres were concentrated in urban areas even when the emphasis was on rural employment and many rural districts had no training facilities.

Other issues that affected the curricula of training centres were the social, psychological and economic environments within which the centres operated. They included the attitude of the immediate family members and friends; the mentality of the trainees, would-be trainees and trainers; and the economic advantages or opportunities associated with certain types of careers.

On curriculum integration, it was emphasized that the problems and needs of girls together with the skills required to solve those problems and to provide for the needs should determine the broad and specific components of the curricula.

A "needs-based approach" using a problem-solving sequence was discussed as a model for curriculum integration. The components of the model were:-

(a) Goals, which deal with the identification of what needed to be achieved. It raised questions such as what were the needs and problems, and what was an acceptable solution;

(b) Plans, which raised the issue of what was needed to achieve the goal already set. It examined the necessary inputs;

(c) Implementation, involving the use of the necessary inputs;

(d) Product, or what the final product should be;

(e) Evaluation, or what mechanisms were available for judging the final product and success or failure should be judged.

Lastly, other issues relevant to curriculum integration were discussed including the actors in key decision-making; problems associated with a readjusted curriculum - anticipated problems and proposed solutions; unanticipated outcomes and consequences; alternative solutions; and above all the issue of feasibility and flexibility in planning.

The meeting considered the curriculum of various youth training centres in African countries, in the light of whether or not the needs and problems affecting out-of-school girls were adequately covered. In particular they examined the curricula of the following three centres:

Centre	Curriculum content
Commonwealth Youth Development Centre	Social survey and investgation; development economics; project planning; training design; youth and society; community development; social theory and social policy; current fieldwork.
Mindolo Ecumenical Foundation	Community health; phsychology; community development; communication; Christian education; counselling/case work; techniques of youth work; management; recreation; social behaviour and social skills;leadership.
Zambia Training Centres	Community responsibility; housewifery; child care; health and hygiene; first aid; family budgeting and planning; agriculture and gardening; cookery and nutrition; sewing; knitting; embroidery; literacy and English (including classes for children not in school); woodwork; metal work; electrical work (including radio repairs); building; motor mechanics; shop assistance; sports and fitness; book-keeping.

Participants made the following observations on the curricula of those institutions.

(a) There was need to expand the scope of courses offered in youth training centres which catered for youths as well as youth leaders in order to provide a variety of skills from which trainees could choose;

(b) Girls and young women should not be confined to home-oriented fields only, but should be offered those subjects which aimed at providing opportunities for self-or wage-employment in addition to improving the quality of lief;

(c) Less emphasis should be placed on those subjects which were not economically viable such as embroidery knitting, cookery, etc.;

(d) Separate syllabuses for boys and girls should be discouraged. Girls should be encouraged to venture into the so-called "male" fields;

(e) Institutions training youth leaders should include in their curriculum those subjects which sensitized youth leaders and workers to the special needs and problems of out-of-school girls.

To that end they drew up a list of diversified subjects from which youth training centres could draw subjects to add to their existing curricula. They included the following:-

- Social group work;
- Guidance and counselling;
- Psychology;
- Social surveys and research;
- Planning, management and evaluation;
- Family life education;
- Maintenance and repair of equipment, including farm and household implements;
- Agriculture;
- Animal husbandry;
- Nutrition;
- Skills in establishing and managing small-scale industries e.g. soap and candle making; food preservation;
- Textile design;
- Fish farming;

- Hairdressing;
- Catering;
- Handicrafts: bead work, macrame, carving, sign writing;
- Pre-school assistant course;
- Organizational and leadership skills;
- Communication skills;
- Building skills: brickmaking, masonry, carpentry, painting, plastering, etc.;
- Business and financial skills: marketing, co-operatives; book-keeping and budgeting, banking, management, accounting;
- Appropriate technology;
- Food processing and preservation;
- Arts and crafts with emphasis on traditional ones using locally available materials, mat-making, pottery, carving, weaving, floriculture;
- Driving;
- Cultural and traditional music and drama as economic activities.

In addition participants stressed the need to include subjects which focused on the needs and problems of out-of-school girls in all training curricula for both boys and girls. They suggested the following which could be elaborated upon in the individual training programmes.

(a) Skills in identifying the needs and problems of out-of-school girls; and

(b) The participation/integration of out-of-school girls in the socio-economic development at the community and national levels.

Participants then elaborated on the methodologies of how integration of the needs of out-of-school girls and other subject areas into existing curricula could be effected. The following suggestions were made:

(a) Enlarging the scope of existing curricula by including those areas of concern to out-of-school girls;

(b) Use of skilled community leaders;

(c) Exchange of skilled personnel among institutions;

(d) Expansion of existing facilities which would necessitate the provision of additional personnel and funds;

(e) Re-scheduling and/or prolonging existing activities;

(f) Increased support (including financial) from the community, Government and other outside organizations; and

(g) Establishment and use of mobile teams of experts.

The role of national machinery on the integration of women in development (Item 13)

Introducing the topic, Ms. Mwamwaja, Women's Programme Co-ordinator, Lusaka MULPOC[1] defined a national machinery for women in development as a government structure charged with responsibility for advancing women in all aspects of development. Ideally such machinery was expected to be staffed by civil servants and its activities funded within the framework of a national budget. The machinery for women in development should play a leading role in undertaking programmes for out-of-school girls as needs and problems of women and girls overlapped a great deal and indeed girls were the women of tomorrow. Some of the factors or criteria to be considered in setting up an effective national machinery included:

(a) Clear definition of objectives and functions of the machinery;

(b) Technical capability to enable the machinery to undertake research and formulate and implement programmes and projects;

(c) Linkage of the machinery's programmes to the national development plan so that they were funded within the framework of the national plan and budget;

(d) Decentralization of its activities so that it catered for and reached all women, at all levels and from all walks of life. That would also ensure that the machinery's programmes and projects meet the expressed needs of women at all levels.

The role that a national machinery might play in redressing problems of women and girls in development included:-

(a) Promotion and co-ordination of efforts geared to enhancing women's and out-of-school girls' participation in various aspects of development, e.g. the machinery should:

(i) Play a co-ordinating or linking role between the government and women organizations and voluntary organizations dealing with women and girls;

(ii) Mobilize funds within the country and from external donors and act as a channel through which women's and girls' activities could be financed;

(iii) Support the work of voluntary organizations and women's groups;

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(iv) Co-ordinate women's/girls' activities of external and international agencies and organizations within the country.

(b) Research and dissemination of information on women and girls

Information and data on the situation and needs of women and girls were required to provide a base for planning appropriate programmes and projects to upgrade them in various aspects of development. Hence a national machinery should promote and undertake research studies to acquire information to assist in planning its programmes. Also the machinery should serve as a central source of information and data on women, readily providing facts and figures to other concerned government ministries and institutions and non-government international and voluntary organizations. Areas of concern for research could include:-

(i) Education (formal and non-formal), training and work opportunities;

(ii) Agriculture, nutrition and health matters;

(iii) Women's workload especially in rural areas and ways of alleviating it through appropriate technology.

(c) Establishment of national and local programmes for accelerating education and training for women and out-of-school girls

On the basis of the identified needs, the national machinery could:-

(i) Promote equal access of girls to formal education;

(ii) Promote vocational and technical training for out-of-school girls to equip them with skills for self-employment;

(iii) Promote the training of rural/grassroots women to enable them have access to earning opportunities through agriculture, small enterprises, marketing, co-operatives, poultry and other relevant fields;

(iv) Promote civic, economic, cultural, social and political education for women, through seminars and mass-media;

(v) Mobilize women in groups for development;

(vi) Educate and sensitize the public and women themselves through seminars and mass-media with a view to eradicating negative attitudes and prejudices against women. Educate women on their legal rights.

(d) Employment

Among others, the national machinery should:

(i) Assist the Government and voluntary agencies in identifying special needs and problems of working women and finding ways and means of meeting those needs;

(ii) Promote the establishment of such services as day-care centres for working mothers;

(iii) Urge and encourage the Government to appoint women at the policy-making level who would influence policies in favour of women and girls.

(e) Law, legislation and policies

The national machinery should study law, legislation and policies which affected girls and women such as laws on inheritance, property ownership, affiliation, etc. It should monitor the implementation of laws and policies affecting women and ensure the removal of any law discriminating against women.

In conclusion, it was pointed out that to ensure that the programmes and activities of the national machinery received adequate attention and funding, it should be established at high level. Furthermore the establishment of a national machinery was not intended to discourage efforts directed to women by other government and voluntary organizations. Instead, the machinery was envisaged to draw more attention from the Government and intensify co-ordinated programmes that would attack the problems from several angles simultaneously.

She informed the meeting about ECA's activities for the establishment and strengthening of national machineries for women in development in member States.

In the discussion that ensued, the Ghanaian representative explained the experiences of the Ghana National Council for Women and Development.

On the issue raised regarding the possibility of ECA ensuring the implementation of laws affecting women in member States, it was explained that ECA could advise and recommend but implementation was the Government's responsibility as any United Nations or external organization did not have the power to impose on sovereign States.

In response to an observation that a Ministry for Women Affairs entailed discrimination against women, the view was expressed that establishment of such a Ministry or special treatment was appropriate for any underprivileged group to ensure that adequate attention was given to it by the Government etc. The special structures and treatment could be phased out when justice was done and an equitable distribution between sexes in opportunities and privileges had to a great extent been attained.

The role of non-governmental organizations in training programmes for out-of-school girls (Item 14)

Presentations were made by representatives of the following organizations: Young Women's Christian Association (Zambia); Mindolo Ecumenical Foundation; and World Confederation of Organizations of the Teaching Profession.

1. Young Women's Christian Association (YWCA)

Ms. Molly Dzabala, Programme Director, YWCA of Lusaka, said that the YWCA was concerned with the development of women and girls. In Zambia it had two centres where most activities took place, i.e. at Lusaka and Kitwe. There were also a number of branches.

The YWCA provided educational facilities for:

- Women to improve their standard of living, develop leadership, raise their income and participation in various activities; and

- Girls to make them better equipped with skills to seek and maintain employment.

The YWCA had groups of women in scattered compounds and villages involved in various activities e.g. the home-craft programme. The aims of the home-craft programme were:

(a) To provide women with skills in various fields so that they could be integrated in the development of their nation;

(b) To develop leadership among women so that they could plan, implement and supervise development programmes;

(c) To earn income.

The home-craft programme was concerned with:

(a) Growing, preserving and preparing food;

(b) Making and caring for clothes and other household articles;

(c) Health and sanitation;

(d) Home and money management; and

(e) Nutrition.

In one village, the women involved in courses run by the YWCA learned about childcare, nutrition and family spacing. The women had now requested land for growing crops for income generating purposes. The YWCA was helping them to organize better ways of growing crops, applying for funds for irrigation pipes, obtaining an agriculturist to advise on land and crops. If the programme succeeded it would be replicated in other countries.

In one squatter compound women were taught to spin wool for sale. The YWCA funded a market for the wool.

With regard to early school leavers the general aims of the pre-employment courses offered at the YWCA were:

(a) To provide facilities for girls with primary school education to be trained for employment;

(b) To encourage pride and satisfaction in their ability to perform an acquired skill;

(c) To develop their sense of responsibilities as members of the wage-earning community.

Pre-employment courses offered were:

- The one-year shop assistants' course: Subjects taught included book-keeping, knowledge of commodities, customer relations, window display, typing, English, machine calculation, correspondence. Girls took a government examination.

- The one-year sewing course: Girls were trained to get jobs as assistants to professional dressmakers or establish their own businesses.

- The nine-month home industries course: The course trained girls to make African prints, tie-dyes, beadwork, mats and bags using local materials.

On completion of the early school leaver courses the YWCA gave assistance in obtaining employment. Most girls gained employment when they did their field work as part of the training programmes.

YWCA also ran an in-service training course for daily paid hospital workers. It was conducted jointly with the hospital authorities. The aim was to improve the quality of work. The YWCA's team of qualified nurses taught personal hygiene and grooming, teamwork and general patient care.

2. The Mindolo Ecumenical Foundation

The Mindolo Ecumenical Foundation was a church organization which had about 200 students drawn from Africa and elsewhere. It had several programmes some of which served the needs of out-of-school girls and women.

- The pan-African youth leadership programme: Equipped students with social youth work techniques. It was a nine-month course.

- The women's training programme: Trained women as community workers with the necessary skills to deal with individual and community problems. Emphasis was put on quality leadership.

In the pan-African leadership course leaders were trained to obtain skills with which they could organize programmes and projects for out-of-school girls. The YWCA was very active on the Mindolo campus, training out-of-school girls. The training was aimed at making the girls self-reliant. The Mindolo programme also included mobile schools for training out-of-school girls especially in rural areas. Staff from the centre resided in the rural area when the course was being held. At the end of the programme, funds were given for the women to form co-operatives to practise the skills which they had learned for income-generating purposes. That discouraged the tendency for participants to forget about the course as soon as the Mindolo tutors had left the area.

3. World Confederation of the Teaching Profession (WCOTP)

WCOTP had held seminars and conferences with specific reference to the work of women teachers in Africa. The topics had included family life education, problems of drug and alcohol abuse and pregnancies among school girls. WCOTP aimed to train women teachers to work more effectively with out-of-school girls and women. It was now involved in a four-year project financed by the Swedish Trade Union Movement and the project would include holding national training seminars led by indigenous women to consider the problems of out-of-school girls and young women.

Research priorities on the situation of out-of-school girls (Item 15)

Dr. May-Parker made a presentation on research priorities on the situation of out-of-school girls.

In conducting research the steps involved were:-

(a) Identification of the problems;

(b) Planning of research methodology;

(c) Collection of data;

(d) Analysis and interpretation of data; and

(e) Recommendations.

Research was seen as being a useful tool for:-

(a) Clarifying the nature of a problem;

(b) Gaining more insight into a problem;

(c) Providing data which could contribute to the solution of the problems;

(d) Making recommendations for the solution of the problems.

Various factors which were often present in the situation of out-of-school girls were identified:

(a) She had no formal education; incomplete primary or secondary education; unsatisfactory results on completion of secondary school;

(b) She had had a long unsuccessful search for employment or she had a job with poor remuneration;

(c) She was overburdened with domestic chores and child-care responsibilities;

(d) She was faced with social problems e.g. unmarried motherhood, abortion, prostitution, drug-taking;

(e) She was enrolled in a training programme which was restricted to traditional 'feminie' subjects;

(f) During the training programme for out-of-school girls, she faced financial difficulties, might have an unsatisfactory curriculum or inadequately trained teachers, needed to absent herself from classes in order to carry out income-generating activities like selling in the market or to carry out domestic chores and child care duties, course and employment opportunities were unrelated, follow-up facilities on completion of the course were lacking;

(g) She has unrealistic vocational aspirations;

(h) She lacked self-confidence and accepted her disadvantaged position too easily, was lethargic and not very ambitious, etc.;

(i) She lacked capital to set up business on her own;

(j) In spite of that, she had the advantage of being young e.g. she could be responsive to new ideas, attitudes, skills, etc.

Research Problems

Why do many girls encounter difficulty over obtaining employment even after they have completed a training programme for out-of-school girls?

The research study could consider the following factors in an attempt to answer the question.

(a) Identification of attributes on which employers set a premium in their selection of employees; consideration of whether the trainees have acquired these attributes by the time they complete their training;

(b) The opportunities which exist in the country for employment by government agencies, business enterprises, etc.;

(c) The opportunities which exist for self-employment, what are the goods and services which the community requires and is willing to pay for?

(d) Peasons for resistance to certain types of employment e.g. in spite of a demand for house girls who can do domestic chores, marketing and shopping, babycare, etc. many out-of-school girls are reluctant to take up this type of employment. A research project could obtain data to clarify the issue; girls could be asked to give their reasons for disliking the job, prospective employers could indicate the qualities which they require in housegirls, tasks which they will be required to perform and what they have found unsatisfactory in the performance of housegirls; girls who are currently engaged on this job could give their reaction to the job. Data such as these could lead to the preparation of a proper job description and identification of problem areas with a view to reaching a compromise between prospective employers and employees;

(e) The research could consider whether the image of one housegirl who coped with all types of jobs might have to be altered into separate functions for different types of housegirls specializing in particular tasks.

Why do some girls constantly fail to get jobs after they have been interviewed?

The research project could consider the availability of employment opportunities in the areas in which the girls are trained, the performance of girls at interviews, the existence of factors which the girls can neither control nor cope with e.g. demand for money or friendship by prospective employers.

What are the problems encountered when girls enrol in training courses which are traditionally regarded as 'unfeminine'?

The study could consider factors such as the success/failure rate of girls in these courses, the prerequisites for girls to perform satisfactorily in these courses, on identification of the particular areas in which girls fail or succeed, the society's reaction to girls becoming employed in 'unfeminine' areas like carpentry, masonry, plumbing, etc. and the effect on their marriage and employment prospects, etc.

What are the constraints which prevent girls from setting up business on their own on completion of training programmes?

The investigation could cover financial difficulties, personality and attitudnal factors, etc.

The study could consider out-of-school girls who have become successful business women in order to ascertain the qualities which have contributed to their success.

Shortcomings in other out-of-school girls could then be identified.

Why do many girls who enrol voluntarily in out-of-school programmes become absentees?

The study could consider the following issues:-

(a) To what extent is the scheduling of the programme convenient for the participants?

(b) How appropriate is the venue?

(c) Have participants become bored?

(d) To what extent are the expectations which the participants had of the course being realised?

(e) To what extent are participants satisfied with their role in the decision-making process in the programme?

(f) How do domestic, income-generating and other responsibilities fit in with the demands of the programme?

What are the factors associated with pregnancy among out-of-school girls?

(a) Consideration of home-background factors - overcrowding, lack of money for basic needs; lack of supervision by parents, etc.;

(b) Is pregnancy intentional rather than accidental for some out-of-school girls?

(c) Is it a strategy for opting out of a difficult school situation? Is it a reaction to an unfavourable home situation?

What is the best method of publicizing programmes for out-of-school girls?

Consideration of the advantages and disadvantages of different types of publicity e.g. radio, television, newspaper articles; participants informing other girls about their programme. What information should publicity drives contain?

What impact do the training programmes for out-of-school girls have on the individual girls, the local communities, the national economy, etc.?

The following other research priority areas were identified:-

(a) The effect of pregnancy on the training and employment of women;

Lectures, discussions, group work and consultations during the meeting

(b) The attitude of employers towards young girls;

(c) Teaching methods in programmes for out-of-school girls;

(d) Male attitudes towards family planning;

(e) The image of girls and young women in the mass media, including popular songs and music.

Monitoring and evaluation programmes for out-of-school girls (Item 16)

The presentation was made by Dr. J. May-Parker, ECA Consultant, who said that monitoring and evaluation were an integral part of any programme. They should be built into the programme from the very beginning. They helped the organizers to find out some faults in the programme and effect the necessary changes. They could also help organizers to find out their areas of strength and continue along those lines. The objective of monitoring and evaluating a programme was to get a better programme.

1. Why monitor and evaluate a programme?

One had to monitor a programme because things could go wrong and one might never know it. For instance, the original aim of the programme might have been changed unintentionally, the personnel to carry out the programme might have deviated from the programme. The main objective of the programme might have been misunderstood, which could be discovered only by constant monitoring.

Evaluating the programme allowed one to test the degree of success or failure, and led to adjustments to improve the programme.

2. Possible areas for minitoring and evaluation

(a) Girls with financial difficulties, inability to pay fees, buy uniforms and books needed to be monitored;

(b) Pupils with a history of absenteeism needed to be monitored;

(c) Pupils who had completed a training programme for out-of-school girls and had set up businesses on their own needed to be monitored to ensure that they were implementing the principles which they had been taught. Also if they encountered difficulties they coul d receive guidance immediately to ensure that they did not become too discouraged and discontinue the business;

(d) It was important to find out if the objectives of the programme were being met;

(e) It should be ascertained whether physical facilities were adequate and properly used or inadequate and needed to be improved;

(e) It should be determined how the money allocated was used i.e. what it was budgeted for, and whether it was being utilised in the most effective way;

(g) It was important to find out if the teaching staff was adequate and competent. That could lead to upgrad ing of some teachers, and re-orientation of others. It did not necessarily imply dismissal of some staff;

(h) The impact of the programme on the individual and the nation should be determined e.g. were the goods produced of a satisfactory level and were the girls performing satisfactorily in their jobs?

3. Impact of monitoring and evaluation

(a) It could lead to a change of direction;

(b) It provided an opportunity to iden tify and emphasise areas of strength and capitalize on them or areas of weakness and eradicate them;

(c) It could lead to a need for and initiation of a new programme;

(d) It could lead to devising a new methodological approach which could yield to more useful results;

(e) The needs of participants could be more clearly identified;

(f) The sponsors of the programme would know exactly what was going on, where difficulties lay and attempt to solve them.

4. Who monitors and evaluates a programme

On the informal level: (i) The teachers, instructors and supervisors monitored a programme daily;

(ii) The participants did so throughout the course.

Formally: (i) The organizers through questionnaires, interviews with participants;

(ii) An outside evaluator could be invited. He should be able to identify and appreciate the significance of variables and factors which operated behind the scenes. He should look at the programme objectively and could compare it to similar programmes being conducted in other parts of the country or in other countries. He should be sensitive to the particular environment and situation within which the programme which was being evaluated operated;

(iii) Programmes could be evaluated by researchers in the course of conducting research on a related topic/area;

(iv) The consumers of the end product of a course could provide an evaluation e.g. by their reaction to the standard of goods produced and the competence of the trainees.

5. When should monitoring and evaluation take place

(i) Monitoring should be done daily;

(ii) Evaluation should take place monthly or each term or phase;

(iii) Formal evaluation should be at the end of a particular phase.

6. How to evaluate a programme

There were many methods of evaluation. A few of them were:-

(i) Interviewing the participants or giving them questionnaires to complete;

(ii) Observing the programme by assisting at classes;

(iii) Subjecting the products to specific tests;

(iv) Setting examinations;

(v) Visiting the homes or offices of the participants before and after the programme to see if there were any changes in attitude. (It was important to find out which changes were due to the effect of the programme as some changes did occur for other reasons e.g. age and maturity.)

7. Constraints on monitoring and evaluation

(i) There can be constraints with regard to the evaluation. Formal evaluation was done by trained personnel who were not always readily available;

(ii) There could be resistance from the sponsors and instructors towards an outside evaluator because they felt it was a fault-finding exercise;

(iii) Finance could also become a constraint. It could be difficult to get finance for the evaluation of programmes which were considered to have used up too much money already.

8. Conclusion

Evaluation should not be used simply as a strategy for finding faults in programmes, for criticising and dismissing instructors or for justifying the withholding of funds. Rather evaluation should be a mechanism for identifying the strengths and weaknesses of a programme with a view to ensuring that the programme was effective, was efficiently run and satisfied the needs of the clientele and of the community and nation.

9. Group discussion

During discussions participants identified the following additional areas in which monitoring and evaluation could be done:

(i) Management, i.e. the relationship among course participants teachers and the management;

(ii) The relationship between the institute and the community;

(iii) Recruitment of staff and participants;

(iv) Transportation problems for pupils and staff;

(v) Accommodation, physical structures and, if a residential course, feeding, boarding and hygiene arrangements;

(vi) Teaching materials and equipment e.g. books, type-writers, furniture;

(vii) Health services;

(viii) Social activities (students needed entertainment both indoors and outdoors).

Participants also mentioned the following additional constraints to evaluation:-

(a) Participants sometimes failed to answer questions truthfully;

(b) Participants failed to complete and return questionnaires;

(c) Lack of co-operation and understanding from the staff;

(d) Unfavourable community reaction especially when foreign personnel were involved;

(e) Inadequate facilities for the evaluator e.g. transport, accommodation, stationery, etc.;

(f) The time allowed for the evaluation might be inadequate;

(g) Unfavourable climatic conditions;

(h) Poor planning of evaluation e.g. evaluating participants in what they were not taught or questionnaire not clear or difficult to understand;

(i) Communication barrier between evaluator and people involved in the programme;

(j) A biased evaluator might not be able to come out with an objective report.

Co-ordination of efforts at the national, subregional and regional levels (Item 17)

Discussion panel members were were representatives of the following countries and organizations: Sierra Leone, Seychelles, Zambia, ECA, ILO and UNICEF.

The ILO representative reviewed the problems of youth in education, training and unemployment which led to rural-urban migration. He then gave a brief account of the structure of ILO with its headquarters in Geneva, regional office in Addis Ababa and area office in Lusaka for Southern Africa. Within ILO, there was regional team concerned with employment promotion e.g ARTEP (Asian Regional Team for Employment Promotion) and SATEP (Southern Africa Team for Employment Promotion). One of the major areas of concern was vocational training, which involves skills training projects.

ILO emphasized the need for co-ordinated efforts rather than sporadic projects in order to attack the root of development problems.

The Sierra Leone representative indicated that there were two sets of agencies that dealt with youth programmes and activities, i.e. government ministries and non-governmental and voluntary organizations.

Government agencies included:-

(a) The Ministry of Social Welfare and Rural Development: which supervised all youth programmes in the form of clubs, associations, etc. It also had a training centre in one of the provinces which trained all junior staff of the Ministry. It also organized work camps, youth camps, etc.;

(b) Ministry of Education: which dealt with school programmes, vocational training programmes and technical training programmes;

(c) Ministry of Agriculture: which dealt with extension programmes, vocational training programmes, technical training programmes, etc.;

(d) Ministry of Health: which dealt with extension programmes, vocational and technical training programmes pertaining to health;

(e) Ministry of Labour: which whilst the above mentioned ministries were involved in youth training programme, dealt with youth by helping them to obtain jobs after their training, thereby ensuring co-ordination.

Non-governmental and voluntary organizations involved in youth work were:

(a) YWCA - vocational and secretarial training;

(b) OIC - vocational, technical and secretarial training;

(c) Catholic Mission - vocational, technical and secretarial training;

(d) Benevolent Muslims Assistants - vocational training;

(e) "Kankalay" - (Universal Sisterhood and Solidarity) - educational and vocational training;

(f) Private enterprises - youth training programmes e.g. hair dressers, gara or tie-dye makers, seamstresses, etc.

She explained the co-ordination undertaken by the country at the national, subregional and regional levels.

(a) At the national level all the agencies concerned co-ordinated by attending workshops, meetings, seminars, conferences, etc. They were organized by either governmental agencies or the non-governmental agencies and through them, personnel from the various agencies learned from each other's experience and found ways of avoiding duplication of efforts;

(b) At the subregional level within West African countries, workshops, seminars conferences had taken place and the different countries including Sierra Leone had participated when possible;

(c) At the regional level co-ordination was ensured through meetings, conferences, workshops, seminars, etc.

She suggested that all agencies involved in youth programmes could have better co-ordination by exchanging programmes, visits, etc.

The representative of the Seychelles explained that there were three agencies involved in youth activities:-

(a) The Women's Association which undertook training programmes for out-of-school girls only;

(b) The Youth Department, under the President's Office,which dealt with youth programmes;

(c) The Ministry of Education which was involved in formal education and training after completion of shcooling.

She indicated that no co-ordination mechanism had been established at the national level. She expressed her appreciation to the meeting as she had learned a great deal from the experience of other countries with regard to co-ordination.

The Zambian representative explained the co-ordination undertaken in his country at the national, subregional and regional levels.

The Ministry of Youth and Sport co-ordinated youth training and development activities falling under various government ministries and non-governmental organizations. Notable among these ministries were Education, Agriculture and Labour. They were represented in the National Youth Development Council, which advised the Government on all matters of policy and programmes for youth. The Ministry of Youth and Sport also helped to train youth workers from other organizations through seminars, workshops and training courses. Whenever funds were available the Ministry gave grants to all youth organizations in need of financial assistance.

Although the co-ordination was not fully established, the Ministry had contacts with and had visited Botswana, Malawi and Kenya. Officials from the Ministry had discussed youth programmes in those countries.

He indicated that not much co-ordina tion had been done but there had been very close co-operation in the field of sport with most countries in Africa.

He informed the meeting that the Ministry also enjoyed close co-operation with international organizations based in Zambia. Paramount among them were UNICEF which had funded some research projects and provided tools; and ILO which was willing to help to train youth trainers (instructors).

The ECA representative first outlined the programmes and activities of the African Training and Research Centre for Women (ATRCW) which was a department within the Social Development Division of ECA. The major areas of concern to ATRCW were:

(a) Training and advisory services;

(b) Action research which provided information and data for planning appropriate programmes and projects for women and girls.

(c) Promotion of the establishment and strengthening of national machineries for the integration of women in development.

She informed the meeting about the training programmes being undertaken e.g. the task force volunteer service concerned with exchange of women with special skills among member States; internship programmes; fellowship programmes specifically for women members of liberation movements; programmes in the out-of-school girls (new programme).

Regarding co-ordination with other agencies most of the ATRCW programmes had been drawn up after consultation with other United Nations agencies. Some such agencies had been assisting or supporting the activities of ATRCW and in some cases activities were undertaken in conjunction with other relevant agencies.

Speaking on ECA co-ordination at the subregional level, the ECA subregional staff member informed the meeting about the five ECA subregions which currently had subregional committees on the integration of women in development. Those committees received proposals from member States and drew up a subregional programme of action. The ECA subregional women's programme: (a) acted as secretariat to the subregional committee and executed the recommendations (subregional work programmes) of member States in the subregion; and (b) acted as link and channel of communication between member States (national machineries) and ECA.

On co-ordination, she explained that in executing projects of the subregional women's programme other United Nations agencies were contacted in order to explore possibilities of joint undertakings and co-sponsoring

of projects. In some cases the expertise of United Nations specialized agencies was sought to service project activities like training workshop, seminars, etc. Co-ordination and co-operation was also maintained in funding e.g. the whole subregional women's programme was funded by UNDP.

Additional information was given to the meeting regarding the Africa Regional Co-ordination Committee for the Integration of Women in Development (ARCC), which received recommendations from the subregional committees and then advised ATRCW on its programmes and activities. ATRCW was the secretariat to ARCC.

The UNICEF representative said that at the national level, UNICEF co-ordinated efforts with ministries concerned with areas of its operation e.g. ministries of health, education,agriculture, labour and social services and youth and sport. Those ministries had projects in which UNICEF was involved especially those which concerned women and children e.g. the functional literacy programme under labour, expanded programme of immunisation under health, pre-school curriculum development in education and appropriate technology in agriculture. Depending on t he type of project UNICEF co-ordinated with other relevant United Nations agencies, such as WHO on health issues, UNESCO on the literacy programme and education etc. In its co-ordinating efforts UNICEF was a member of a WHO, UNICEF and Ministry of Health Co-ordinating Committee. It also had very good bilateral collaboration with SIDA.

On youth issues UNICEF had undertaken research in three districts of Zambia on the youth training and employment opportunities and was supporting a ministry of youth and sport project which aimed at establishing skills training centres for the youth at the district level throughout the country. UNICEF was also funding more research projects dealing with youth problems.

On the basis of its areas of concern (children and women) UNICEF supported some activities of ECA/ATRCW and those of some NGOs in Zambia such as the Red Cross, YWCA, Catholic Secretariat and Lutheran World Federation, etc.

Co-ordination at the regional level was undertaken by the regional office in Nairobi and in that respect UNICEF had organized a workshop in Nairobi in April 1981 for all the United Nations agencies to discuss the co-operation and collaboration of those agencies at country level.

In the discussions that followed some member States explained co-ordination in their own countries.

The representative of the United Republic of Cameroon stated that a national seminar for relevant ministries and non-governmental and voluntary organizations had been organized and had drawn up a national programme of action. Activities under the programme of action included joint training of personnel from relevant ministries and institutions. The seminar had also recommended educational intervention which involved training personnel (trainers) from relevant institutions at regional, district and local levels. The seminar had drawn up an inventory of projects from all concerned ministries and organizations, which was one way of avoiding duplication of effort.

The representative of Egypt explaine d that a national council composed of under-secretaries of relevant ministries drew up policies on training of youth. Policies were then implemented by the Ministry of Education.

In Nigeria, the Federal Ministry for Social Development, Youth, Sports and Culture was the over-all co-ordinating body. Then each of the 19 States had a State Ministry of Youth. Besides, there was the national youth council composed of government, non-governmental and voluntary organizations dealing with youth activities.

The Federal Ministry was consulted when activities and projects were planned by the different youth organizations. The Federal Ministry also supported the activities of State ministries and of the national youth council by subventions and made subentions to the national youth council. The Federal Ministry co-ordinated the annual youth leader course with participants from all ministries and voluntary organizations. It also organized and financed the national youth holiday camp but the training activities were undertaken by the leadership and citizenship training centres. The Ministry was also responsible for funding the International Youth Exchange Programme with other countries within and outside the Africa region. Participants in such exchange programmes were nominated by State ministries, but the Federal Ministry selected and sponsored them.

State ministries planned and implemented activities relevant to their situation. Their activities and participation in federal programmes were supported by the Federal Ministry as indicated above.

The National Youth Council was composed of government and non-government agencies. It had its own activities and also monitored those of its members. It received its subventions from the Federal Ministry and acted as a channel for all requests from its members to the Federal Ministry.

Suggestions

Some suggestions to improve co-ordination efforts at the national, regional and international levels included :

(a) Joint training of personnel from the ministries concerned and institutions;

(b) Exchange of information to avoid duplication of effort;

(c) Exchange programmes at the national, regional and international levels.

International Youth Year, 1985 (Item 18)

A representative of the Economic Commission for Africa, introduced the subject by stressing the significance of the International Youth Year and the need to plan for it ahead of time. She pointed out the importance of taking full advantage of the event to raise the consciousness of the general populace in African countries to the need and aspirations of young people, and especially those of out-of-school girls who, along with the adult women had lagged far behind in educational, economic and other opportunities.

Participants agreed that preparations to commemorate the year should be relevant to the fields of:

(a) Education;

(b) Economic development;

(c) Peace and stability at the local, national, regional and international levels. Accordingly they proposed the following action:

(a) Creating awareness in the local communities about the needs and problems of the youth;

(b) Free basic education for all at primary level;

(c) Teaching youth in their local language wherever possible;

(d) Including subjects concerning cultural and national aspirations and civic responsibilities in the syllabus;

(e) Increased training in skills which used local resources;

(f) Providing secondary education to a large population of youth;

(g) Encouraging youth to look upon manual work positively;

(h) Encouraging involvement in self-help projects such as building local youth centres, roads, bridges and clinics;

(i) Promoting sports festivals, cultural festivals and drama competitions between youth from different communities or villages, and displays of art work and crafts from villages and districts.

At the national level

(a) Information concerning the Year and existing youth activities should be disseminated as early and as widely as possible by the relevant government authorities;

(b) As a co-ordinating body for IYY, a national commission should be established which would include representatives of government ministries such as youth, education, social welfare, health, agriculture and others directly involved in youth programmes as well as NGOs, international bodies, political representatives, and influential individuals;

(c) The commission would be responsible for (i) formulating policy regarding youth activities in the country; (ii) identifying areas of co-operation and co-ordination of activities concerning youth carried out by various agencies;

(d) Permanent structures should be created for the promotion of youth activities which should include cultural, social, political and economic issues;

(e) Adequate funds should be earmarked for youth projects during the Year;

(f) Educational debates should be introduced whose themes would reflect youth's contribution and participation in the national development process;

(g) Youth contributions and activities should be publicized as widely as possible through the radio, newspapers, posters and television. The role of out-of-school girls should be highlighted;

(h) Intensive research should be conducted to obtain information on problems and needs of the youth;

(i) Exchange visits should be organized to other training centres in the country so as to compare experience;

(j) Exhibitions of art work, crafts and sports festivals should be organized;

(k) Radio broadcasts to creat awareness of the special interests and problems affecting the youth, and in particular girls should be planned;

(l) Special programmes should be mounted for the rural areas to minimize the exodus of youth from rural-urban areas;

(m) Training should be provided in cultural and defense activities as well as technical and vocational;

(n) Workers' rights should be enforced in terms of health and insurance and industrial mishaps particularly where youth were employed, to prevent exploitation of youth employees;

(o) Income-generating projects such as factories, small-scale industries, State farms and co-operatives should be created in order to generate employment opportunities for the youth;

(p) Youth unions should be created.

At the regional level

(a) Regional committees should be established composed of representatives from member countries to formulate some regional youth programmes;

(b) Youth exchange programmes in skilled manpower, technical studies and cultural activities should be encouraged;

(c) A regional fund should be set up for youth programmes/ projects with contributions from African countries;

(d) There should be a regional sports council responsible for sports competitions among youth of the various member countries;

(e) Cultural and ideological ideas should be exchanged;

(f) The rights of young workers should be standardized;

(g) Study fellowship for youth should be introduced;

(h) A regional market should be created for products produced by youth;

(i) Research information on youth should be exchanged;

(j) Inter-regional youth labour exchange could be created;

(k) Co-funding of youth programmes/projects and exchange of technical knowhow among member countries should be encouraged.

At the international level

(a) Programmes for teaching youth international languages such as Swahili, Spanish, French, English and Arabic should be introduced;

(b) Inter-country workshops, seminars and conferences should be encouraged to discuss youth needs, aspirations, problems and programmes;

(c) Seminars, workshops, conferences and teaching programmes should be organized;

(d) Study fellowships should be provided;

(e) Students, technical personnel, teachers, and intellectuals should be exchanged;

(f) An international youth labour exchange should be created;

(g) Cultural and ideological ideas should be exchanged.

In addition, regarding activities at the international level, participants felt strongly that each continent should put emphasis on planning its own programmes according to the needs of its youth e.g. Africa, Europe, Asia, etc. should plan their own activities.

Lastly agencies such as World Bank, IMF, UNICEF, UNESCO, WHO, ADB, SIDA, OAU, ECA, EEC and UNDP should be approached for possible funding of youth projects and activities in view of the economic problems and constraints faced by many African countries. Contributions from NGOs and interested individuals and voluntary agencies should be strongly encouraged.

FIELD TRIPS

During the meeting participants visited various projects as part of the learning experience. Some of those projects were specifically for out-of-school girls whilst others were for the general community in which the out-of-school girls were included; yet others were for youth in general with out-of-school girls as a small but visible component. The following are among the projects visited:

Matero Homecraft Centre, Lusaka Urban District

The Centre, situated in one of the densely populated townships of Lusaka, offers a nine-month course for primary and secondary school leaver girls. Empahsis is on self-help and therefore some graduates are self-employed but some work in various government establishments. A four-month field training is included. Three quarters of the trainees usually complete the course and those who drop out do so mainly because of financial problems, not being able to pay the K50 fee. Courses offered are as follows:

Housewifery	Family budgetting and nutrition
Knitting	English and Arithmetic
Literacy	Health and hygiene
Cookery	Embroidery and crafts
Sewing	Agriculture and Community Responsibility.

Participants were curious to learn why the girls were not offered such courses as carpentry like the boys. The organizer claimed that girls did not apply for the courses. However, as the girls were questioned on the issue, quite a number responded that they would be willing to learn carpentry if offered the opportunity. Participants then requested the organizer to see to it that in the next intake girls would be included not only in carpentry but in other so called "male subjects".

Participants also visited the Kamwala Homecraft Centre which offers similar courses as Matero.

American Friends Service Committee (AFSC)

Income and employment generation

(i) Objectives

(a) To assist as many women and girls as possible to enter self-employment sector;

(b) To encourage the formation of women's income-generating groups;

(c) To help to increase the income of low-income families through their participation in income-generating activities. Emphasis is also placed on women who traditionally may not seek full-time employment.

(ii) Methodology and resources

AFSC provides training facilities for various skills and business management. The Committee also provides equipment, materials, transport and staff.

The training and production activit ies utilize existing indigenous set ups with minor adjustments so as to avoid a total distortion of the way of life of the participants.

The AFSC works in a close relation with existing leadership in the areas of operation. Through this it has been able to encourage women to participate successfully in the economic life of the nation.

Income-generating projects in progress are:

- Soap making
- Candle making
- Extraction of cooking oil from groundnuts
- Making of school uniforms
- Tailoring

Chilenje Homecraft Centre

This Centre offers to most Form III school leavers a one-and-a-half year course in tailoring covering all the necessary processes including designing, trade, budgetting and business administration. The Centre has an intake of 22 trainees (one boy). Very few drop out and about 80 per cent find employment in factories, shops or are self-employed in the urban markets. A government trade certificate is given on successful completion of the course.

Dzinthandizeni Trade School

This Centre offers three main subjects: tailoring and homecraft for girls (one boy is taking the course) and carpentry for the boys. One girl is taking carpentry and her performance was reported to be even better than some of the boys. A government trade certificate is provided on siccessful completion.

Lourdes Homecraft Centre

This Centre is run by the Catholic Church. One section, the production unit, concentrates on tailoring, in which former graduates and other employees are employed and paid on a piece-work basis. The second section trains grade seven leavers (30 girls) in sewing,knitting and embroidery. No certificate is provided but recommendations are given for those who do well.

Makeni Ecumenical Centre

A voluntary charitable Christian development organization, the Makeni Ecumenical Centre was founded in 1971 with the objective of providing training for unemployed persons including a sizeable group of school leavers, drop outs and the unschooled. For the out-of-school girls the majority are offered courses in sewing. Home craft, nutrition and secretarial services are also offered. A very small percentage of girls take part in such classes as training in agriculture and electronics.

National Service Makeni Garrison and Chamba Valley Officers' Camp

On the invitation of the Minister for Youth and Sports, General Chinkuli, participants also visited the National Service Camp at Makeni as well as the Officers' Camp at Chamba Valley. Participants were informed about the training offered to school leaver youths. At present the majority in the training are boys as the programme has been experiencing a high drop out rate problem among the girls mainly owing to pregnancy which results in the expulsion of both the girl and the boy responsible. The following courses are offered.

- Military training (six months);
- Tailoring - leading to specialization in the various stages;
- Carpentry, brickwork, leatherwork and agricultural skills are offered in other national service camps.

Many of those who have completed the course are employed in the production unit which tailors uniforms for the military personnel in Zambia as well as for schools in order to help to reduce the price of school uniform for the general populace.

There is plan to open a textile mill in Kabwe so that cloth does not have to be bought from commercial factories which sometimes do not have enough supplies.

Monze Tailoring and Homecraft Centre

This Centre offers the following subjects: tailoring, carpentry, nutrition, agriculture - poultry, vegetable gardening. Its projects for the handicapped are pottery, literacy and woodwork.

Chikuni Nutrition Centre

Situated in the midist of the rural areas, this Centre offers training and employment opportunities to approximately 17 (nine boys and eight girls) Form III school leavers in making jam, marmalade and lemonade, and vegetable preservation and storage.

FIELD TRIPS

Off the bus during field trips

A rural water project in a rural settlement area, constructed with the active participation of youth - boys and girls

Training in tailoring:

Girls are in the majority

Visiting the National Service Camp: School-leaver girls take active part in a uniform making project

Skill training for handicapped youth: both girls and boys benefit

E V A L U A T I O N

Participants at the expert meeting evaluated the meeting as follows:

I. GOOD POINTS

The objective of the meeting was met very well on issues that were of concern to youth in Africa who constituted the largest portion of the unemployed in most African countries.

The content of the meeting was well thought out, relevant and incorporated all aspects and issues of concern to out-of-school girls.

The lecturers were exceptionally good and lectures were very well thought out with very stimulating and thought-provoking ideas.

The time table was at times tight bu t good as it covered all the necessary issues of discussions.

The field trips were very well organized and educative and at times entertaining.

The relations among participants were very warm and could not have been better.

The administration was efficient, the ECA secretariat was very competent, accommodating and very understanding.

The accommodation was comfortable.

The transport and reception were good; all participants were met at the airport and made welcome on arrival.

II. AREAS FOR IMPROVEMENT

The catering services needed a lot of improvement.

The communication lines between participants, the steering committee and organizers should have been more func tional and better established.

Evenings should have been better organized as the venue of the meeting was far away from the centre of the city.

IV. FOLLOW-UP ACTION

Participants agreed that:

(a) On returning to their home countries they would make a report on the proceedings and the deliberations of the meeting, together with recommendations;

(b) They would then write a memo to remind their respective departments about the report and recommendations given them on the meeting;

(c) Meanwhile they would try to make improvement in their existing programmes;

(d) They expected ECA to support them in their efforts to alleviate the plight of the young people especially the out-of-school girls so that Governments could look and change their policy in favour of the youth;

(e) They expected a follow-up workshop on progress and constraints in their respective departments.

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